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REPORTS
OF THE
Superintendent of Public Instruction
OF THE
STATE OF MICHIGAN,

For the Years 1855, '56, and '57:

WITH ACCOMPANYING DOCUMENTS;

INCLUDING REPORTS FROM

*The University of Michigan; the State Agricultural College;
the State Normal School; Incorporated Academies, Col-
leges, and Seminaries; Union Schools; etc., etc.*



IRA MAYHEW,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

LANSING:
Hosmer & Kerr, Printers to the State.
1858.

THE STATE OF NEW YORK

IN SENATE

JANUARY 18, 1881

REPORT

OF THE

COMMISSIONERS

OF THE LAND OFFICE

ALBANY

1881

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1855-57

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ERRATA.

In view of the haste with which this volume has necessarily been printed, and the pressure of other official duties that have simultaneously claimed attention, it is hardly to be expected that some typographical errors may not have been overlooked. The only important ones that have been observed are the following:

Amount of warrant No. 111, p. 350, for \$15 00 read \$14 00; for \$80⁷60, p. 355, warrant No. 327, read \$80 00; for \$135 48, p. 357, warrant No. 418, read \$135 84.

TO SCHOOL OFFICERS.

This Volume is transmitted to each of the following Officers in the State of Michigan, *to wit*: one to each County Clerk, and one to each County Treasurer; one to each Township Clerk, for the use of the School Inspectors; one to each Supervisor; and one to each Director of a School District, for the use of the District Board;—to be by them held officially, and to be delivered to their successors in office.

FOR LIBRARIES.

This Volume is also furnished to each Township Library in the State, to be the property thereof; and to each School District Library—where such Library has been established—for the use of citizens of the district.

R E P O R T
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

OFFICE OF PUBLIC INSTRUCTION, }
Lansing, Mich., December 20th, 1856. }

To the Honorable, the Legislature of the State of Michigan:

The Constitution of the State provides that the Superintendent of Public Instruction shall have the general supervision of Public Instruction, and that his duties shall be prescribed by law.

DUTIES OF THE SUPERINTENDENT.

Act No. 99 of the Session Laws of 1851, prescribes the duties of the Superintendent at considerable length, and repeals chapter fifty-six of the Revised Statutes of 1846, and an Act amendatory thereto. A portion of the duties, however, prescribed in the Act of 1851, like those imposed by the statutes thereby repealed, are, from the nature of the case, impracticable; while others—and among them some whose performance involves great labor—have never been prescribed by law; but, nevertheless, require to be performed under the provision of the Constitution already cited, which very properly gives to the Superintendent the general supervision of Public Instruction in the State. Of this class of duties is a very extensive correspondence with county and township clerks, with school inspectors, district officers, and school teachers; and with citizens

generally who have grievances to be redressed, or who desire the opinion of this Department touching the construction to be placed upon certain sections of the school law, their privileges under the same, the obligations they impose upon themselves and others, etc.

SEMI-OFFICIAL CORRESPONDENCE.

Aside from the correspondence just referred to, which may properly be denominated *official*, there is another large class that may be regarded as *semi-official*. To the latter belong inquiries from school officers and citizens, for teachers of given qualifications, whose services may be secured at specified rates; letters from teachers, both within the State and from without, who are seeking desirable fields of usefulness that will at the same time prove remunerative; correspondence opened by authors and publishers of approved—and to be approved—school books; letters of inquiry from school officers and friends of Education in other States, etc.

Now, courtesy, and a proper regard to the claims of all these classes of correspondents, as well as the reputation of the State, and the advancement of her educational interests, require that such correspondence be not disregarded by this Department. When but imperfectly attended to, and conducted in many instances too tardily, the *official* and *semi-official* correspondence of this Department amounts to several thousand letters a year. This alone is enough to fully occupy the time of one person. And this is work which cannot well be delayed, but requires prompt attention, from day to day, and from week to week, through the entire year.

ORIGINAL STATUTORY DUTIES.

The statutory duties of the Superintendent pertained, originally, almost exclusively to general duties connected with the State University and its Branches, and more

specific duties connected with the development of our Primary School System.

These Branches have long since been discontinued, and in lieu thereof Private and Denominational Institutions have been incorporated, in various portions of the State. The terms of incorporation have generally made it the duty of the officers of these Institutions to make and transmit an annual report to this Department, giving information as to their character and usefulness. These Institutions have been subject to visitation by the Superintendent, and by a Board of Visitors of his appointment. But owing to the paucity of reports from this class of institutions this Department has hitherto been almost entirely relieved from legal duties connected therewith.

NEW DUTIES OF SUPERINTENDENT.

In 1849 the incipient steps were taken for the organization of a State Normal School, which is located in Ypsilanti, and which went into operation in 1853. This Institution is placed under the care and direction of the State Board of Education, of which the Superintendent of Public Instruction is *ex officio* a member, and the Secretary. As this is a small Board, and widely scattered through the State, it has been found convenient to its members to devolve upon their Secretary the execution of many of their instructions, which seems befitting and proper. This extra labor, together with the conduct of the correspondence of the Board, and the care of writing up its records, has added greatly to the labors and responsibilities of this Office. Moreover, the Legislature of 1855 passed an act for the establishment of a State Agricultural College, the care and development of which was devolved upon the State Board of Education. This added again largely to the labors and responsibilities of the Superintendent.

NECESSITY FOR DEPUTY.

But for many years, and before the establishment of a State Board of Education, the successive Superintendents have felt the necessity of providing for the better development of the Department of Public Instruction; and they have urged upon the attention of the Legislature, in their Annual Reports, the necessity of authorizing the Superintendent to appoint a Deputy, and from time to time to employ clerks, as the same shall be necessary. While the undersigned was formerly in the Office, from 1845, to 1849, he performed all its varied duties for the annual salary of \$500. There was devolved upon him not only the duties of *Superintendent* of Public Instruction, which the title of the office would imply; but he was his own deputy, clerk, porter and messenger, as his predecessors had been. The incumbent from 1849 to 1854 was somewhat more fortunate; for, while under the new Constitution, it for the first became necessary for the office of Public Instruction to be kept at the Seat of Government, the Legislature of 1851 passed a law providing that "the State Library room shall be appropriated to the use of the Superintendent of Public Instruction, for his Office, and that the Librarian shall act as assistant to, and perform such duties as shall be required by, the Superintendent, *free of expense to the State.*" It could not hence have been reasonably expected that this officer would undertake many additional labors on such terms. Moreover, it often so happens that when the Superintendent most needs assistance, the Librarian's undivided attention is required in the performance of the legitimate duties of his office. Nevertheless, the Librarian has rendered this Department material service, during the present term of office, in receiving the mails of the Office, and forwarding such of them to the Superintendent, during his absence from the seat of government, as required his immediate attention; and in various other ways.

He has, indeed, ever been ready to render this Department any service that seemed compatible with his own duties, and with other claims upon his time. No one, perhaps, better than he, understands the necessity of a full supply of competent help in order properly to develop this Department, and to increase its usefulness to the State.

But "the State Library room"—a single room, already crowded to its utmost capacity—could at no time afford suitable accommodations for the Office of Public Instruction; and more especially is this true during the sittings of the Legislature. This my predecessor felt, and urged in his last Annual Report, at a time when he claimed he could have no personal interest in the recommendation. A Bill was accordingly introduced into the last Legislature, and passed one branch of it with little opposition, providing for the repeal of the law locating the Office of the Superintendent in the State Library room, and authorizing him to appoint a Deputy, as are the Heads of the other State Departments. But at a late hour on the Saturday night before adjournment, this Bill was brought up on its final passage, and meeting with unexpected opposition, failed to become a law, on the final vote, the House being thin.

OFFICIAL DUTIES INCREASED.

When this Bill had passed the Senate and gone to the House, a Bill for the establishment of State Teachers' Institutes was introduced, which became a Law, and devolved upon this Department new duties that have at times required the attention of the Superintendent ten hours a day for three months together. His official correspondence, and other duties, could at best be but imperfectly conducted at such times; and all attention devoted to them became an extra draft upon already overwrought energies.

APPROPRIATE DUTIES FOR SUPERINTENDENT.

There are many ways to which reference has not been made, in which the Superintendent could promote the interests of Education in the State, provided his energies were not necessarily so largely taxed in carrying out the details of labor in the Office. The Superintendent is not a member of the Board of Regents of the University, though that body is required by law to make an annual report to him, containing an exhibit of the affairs of the University. It would seem eminently befitting that the Chief Educational Officer of the State should have the necessary time at his command to enable him to accept invitations on the part of the Regents—which have been courteously and repeatedly extended to him—to sit and confer with them during their deliberations. But such is not the fact, his leisure not having allowed him to meet with them more than twice during his official term, when he has been in Ann Arbor at the time of their sittings, and then to remain with them but a short time. Could such invitations, however, be accepted, and the Superintendent feel at liberty frequently to meet the Board of Regents, and freely to confer with them touching the interests of the University, and of Education generally, it might be expected to result in giving greater unity and efficiency to educational movements in the State, in uniting together more strongly its numerous friends connected with Institutions of different grades, and in various ways promoting the interests of our entire System of Public Instruction. Without this bond of union, and an effort to establish an acquaintance, and to maintain fraternal relations on the part of those engaged in different grades of schools, there is a tendency with each class to over-estimate the relative importance of interests with which it is more intimately connected, and with which it hence becomes more familiar, while at the same time it shall fail duly to appreciate the relative

importance of other grades of schools with which it is less conversant. Each is thus liable to misunderstand the positions, and to misinterpret the motives of others. Jealousies hence arise, and antagonistic positions are assumed by persons and classes that are natural allies; for, as there is a unity of interest in the different classes that compose a properly graded school, each class having a direct interest in the well-being of others; so is there a unity of interest in the different grades of schools, public and private, from the lowest to the highest, throughout the State, and with different schools of the same grade, all together constituting, in no mean sense, a Grand University of which each is a branch, or a class.

But under the present state of things it becomes necessary for the Superintendent to rely almost exclusively for his knowledge of the workings of the University, upon the reading of the Report of the Regents, as do others.

Although not officially connected with the Asylums for the Deaf and Dumb, the Blind, and the Insane, still would there be great propriety in the Superintendent's being so relieved from duties he has now to attend to in detail, as to enable him to accept invitations extended to him on the part of the Trustees of the Michigan Asylums, to meet and confer with them touching their well-being. Such an invitation the undersigned has repeatedly been compelled, very reluctantly, to decline.

There would also be great propriety in giving to the Superintendent an opportunity of conferring freely with the Board of Inspectors, and other officers of the State Prison, and with the Board of Control of the House of Correction for Juvenile Offenders; for, as these constitute an important part of the Reformatory means and appliances of the State Government, it is eminently befitting that there should be extended to them the fostering care of the Educational Department.

At present, the Reports from these various Institutions constitute separate and isolated documents. But could the Reports of Agents, Superintendents, Chaplains and Teachers, of the Institutions last referred to, be made to this Department, and could abstracts from these, and from the Asylum Reports—all showing the Reformatory and Restorative capabilities of these Institutions, and together embracing a mass of varied and desirable information—be incorporated into the Annual Report from the Department of Public Instruction, in addition to the exhibit of the condition and workings of the various grades of literary institutions of the State, the product would constitute a volume which would be a record and a memorial worthy of the noble position she has taken in the establishment of an Educational System, whose tendency is the perfection of civilization, the promotion of human happiness, and the unlimited advancement of the welfare of the race; and which seeks to restore to reason, to afflicted families and friends, to society, and to conscious worth and happiness, the various classes of the afflicted and of the unfortunate in our midst. Such a Volume would be eagerly sought by the intelligent Citizen, and by the Patriot and Philanthropist of this and other States, and would be a means of eminent usefulness to the community.

RETROSPECT AND PROSPECT.

In the preceding pages of this Report I have endeavored to show the inadequacy of Legislative provisions hitherto made in this State, for the proper development of the Department of Education, and to exhibit some of the advantages that would accrue to the interests of Education generally in the State, and to all of our Reformatory and Benevolent Institutions, from strengthening the Department of Public Instruction, and giving to it greater scope and unity. It remains briefly to consider the actual workings of our System of Schools, as at present organized, and

to intimate some legislation that seems essential to its increased efficiency.

And first;—It may be proper to state the reason why no Report was made from this Department last year, and the fact that the Report then due will be combined with the Report for the present year, should there be afforded facilities for its completion. As there was to be no session of the Legislature last year, and as a Report was hence less essential then than at the present time, as it could have exerted no immediate influence upon legislation, the Superintendent deemed it befitting to give his time and energies to matters more imperatively demanding immediate attention. But the time having arrived when a Report could no longer be delayed, unless at the hazard of neglecting to bring to the notice of the Executive, and of the Legislature, defects in existing statutory provisions relating to this Department, which can be remedied only by prompt legislation, the Superintendent has undertaken to snatch a week from other duties, and devote it to the preparation of a Report. But the first day was entirely absorbed by official business which could not be postponed; and portions of each successive day have been given to correspondence, to the preparation of important official papers, or to both; leaving but the fraction of a few days in which to meet my engagement with the printer. I have hence little time for arrangement, and shall be compelled entirely to omit any reference to many important topics that may be considered in future Reports, should circumstances permit.

UNIVERSITY OF MICHIGAN.

For information concerning the State University, the Superintendent would respectfully refer to the Reports of the Board of Regents, which will be printed with the documents accompanying this Report, but which he has not had the leisure to examine in detail. No Report was

received from the Board of Visitors to this Institution appointed by this Department, for the year 1855. A Report, however, is confidently expected, for the current year, from the Board of Visitors appointed by the present incumbent. Should it come to hand in time, it will likewise be appended to this Report; but of its contents the Superintendent is at present unadvised.

STATE AGRICULTURAL COLLEGE.

Pursuant to the provisions of Act No. 130 of the Legislature of 1855, a site for a State Agricultural School has been located upon a farm of nearly seven hundred acres, situated three miles east of the village of Lansing, on the south side of the plank road leading to the city of Detroit. The site of the College buildings occupies a beautiful eminence upon the farm, and is distinctly visible from the Capitol square in the village of Lansing. The plan for College buildings contemplates a central building, fronting the north, with an east and a west wing. The west wing, fifty by one hundred feet on the ground, and three stories high, with a basemeent under the whole, and a three story boarding house, with out buildings, all of brick, have been erected at an expense of about thirty thousand dollars; and it is thought the School may go into operation the first Wednesday in April. With a view thereto, as well as to afford better facilities for so constructing and arranging the laboratory as more fully to meet the wants of the Department of Chemistry in the Institution, and for the earlier and better development of the Department of Horticulture, Prof. L. R. Fisk, late of the State Normal School, has been appointed to the former Department, and J. C. Holmes, Esq., Secretary of the State Agricultural Society, to the latter. Such other Professors and Teachers as will be required on the opening of the Institution, will be appointed at an early day.

The boarding house is so arranged as to accomodate the

family of a steward and eighty boarders. But in order properly to meet the prospective wants of the Institution, it is believed that it will be necessary to erect the east wing of the College, and two or three Professor's residences, the ensuing season. Suitable farm buildings will also be required. But of these, and of the wants and capabilities of the Institution, I forbear to speak at length, both from want of time, and because a more extended statement may be expected from the State Board of Education, which will be found appended to this Report.

STATE NORMAL SCHOOL.

This Institution, which was opened in October, 1852, has now been in successful operation more than four years. During the academic year which closed in July, 1855, there were in attendance three hundred and forty-six students, two hundred and fourteen of whom were ladies, and one hundred and thirty-two gentleman. Of this number, eleven (four ladies and seven gentlemen) graduated. A large additional number, who have not completed their course, have been engaged a portion of the time in teaching.

There were seventy-four pupils in the Model School this year, of whom thirty-four were boys, and forty girls.

During the academic year which closed in July, 1856, there were in attendance upon the Normal School two hundred and fifty-three students, of whom one hundred and fifty were ladies, and one hundred and three gentlemen. Of this number, six ladies and five gentlemen graduated. A large additional number of both ladies and gentlemen, who have not completed their course, have been engaged a portion of the time in teaching in the Primary Schools of the State, as has been the case, less or more, every year since the organization of the Institution. The greater part of these have returned, or will hereafter

return to the Institution, and will yet complete the prescribed course of study.

Arrangements have been made for the enlargement of the Model School, which at present is attended by two hundred and thirty-seven pupils. Members of the senior class of the Normal School are now required to devote a portion of each day to teaching in the Model School, under the direction of the Principal. They thus have an opportunity of becoming thorough scholars, not only, but of familiarizing themselves with the Theory and Practice of Teaching. But a knowledge of the internal workings of this Institution may be more fully acquired from the Documents accompanying this Report.

The Endowment of this Institution is inadequate to its requirements. At the beginning of the year 1855 the Institution was in debt nearly two thousand dollars. The Legislature of 1855 instructed the State Treasurer to transfer from the General Fund, to the Normal School Interest Fund, for the year 1855, seven thousand seven hundred dollars; and for the year 1856, six thousand dollars, which sums it was thought would enable the State Board of Education to liquidate the indebtedness of the Institution, and to continue the school in successful operation during the time for which these appropriations were made. But as the school has increased it has been necessary to strengthen the Board of Instruction, not only; but it has been found necessary to the protection of the school building, to deepen, and permanently to reconstruct a cellar drain that had become obstructed, which involved a large and unexpected outlay. Moreover, the furnaces, which have but imperfectly heated the building hitherto, having failed, it became necessary to supply their place with an additional number, of larger heating capacity, which, with other necessary repairs, involved an additional outlay of about three thousand dollars. The Normal

School account will hence probably be found to be overdrawn. To enable the Board to continue the school in successful operation the ensuing two years, will require another special appropriation, equal to that made in 1855, unless the Legislature shall permanently increase its endowment, and thus place it beyond the contingency of biennial appropriations.

The Superintendent would respectfully call the attention of the Legislature to existing defects in the Statutes relating to the Normal School, which it is hoped may be speedily remedied. For his views touching the additional statutory provision required by this Institution, he would refer to number "8," under the head of "Necessary Legislation," further on in this Report.

But useful as the Normal School may be, it cannot reasonably be expected that it will supply the four thousand school districts of the State with teachers. To do this would require a hundred years, even were the age of man protracted to that of Methuselah, and the Institution were to send out forty teachers a year, all of whom—male and female—should engage perpetually in the business of school teaching! But this is not necessary in order to the complete success of the Institution. A limited number of well qualified Teachers in any part of the State, will ultimately operate as leaven, until the whole body of teachers, and the whole community, is leavened.

To meet, in part, the immediate demand for improved Teachers, as well as to diffuse among Teachers themselves, and through the community at large, a more just appreciation of the dignity and importance of the Vocation of Teaching, a new class of institutions has arisen.

STATE TEACHERS' INSTITUTES.

The Legislature of 1855 passed a law providing for the holding of a limited number of Teachers' Institutes, annually, in the State, under the general direction of the Su-

perintendent. Of these Institutes, a series of six was held in the fall of 1855; a series of three in the spring of 1856; and a series of six during the last summer and fall. In the location of these Institutes reference was had to the interest manifested by Teachers and Citizens in different localities, and to the best accommodation of the State at large. The places at which they were held; the date of their commencement; and the number of teachers in attendance upon them, severally, both of ladies and gentlemen, as appears from the Record, are exhibited in the following table:*

NO.	Places at which Institutes have been held.	Date of their be- ginning. 1855.	Number of Gentlemen in attendance.	Number of Ladies in attendance	Total number in attendance.
1	Detroit,	Aug. 27.	26	49	75
2	Romeo,	Sept. 10.	45	71	116
3	Flint,	" 24.	42	80	122
4	Grand Rapids, ..	Oct. 2.	30	52	82
5	Niles,	" 15.	37	65	102
6	Coldwater, ...	" 22.	26	65	91
1856.					
7	Battle Creek, ..	March 17.	46	76	122
8	Cassopolis,	"	38	63	101
9	Ypsilanti,	March 31.	81	87	168
10	Lyons,	Sept. 1.	20	49	69
11	Howell,	" 3.	21	56	77
12	Hadley,	" 15.	20	62	82
13	Centreville, ...	" 22.	30	32	62
14	Ypsilanti,	" 29.	60	120	180
15	Charlotte,	Oct. 20.	20	32	52
Total,			542	959	1,501

This Table exhibits the numbers in attendance, as shown by the record, who had generally been engaged as Teachers, and who were in attendance during the ten working days of the session. There were also in attendance, a less or greater portion of the time, many Teachers whose names were not recorded. During the evenings of the several sessions, Addresses upon Education, and Lectures of a

* As Teachers' Institutes have but recently been incorporated into our School System, the Superintendent has thought it fitting to insert in an Appendix to this Report, the Resolutions of Institutes, and of Citizens' Meetings, at places where some of the Institutes have been held, which may be regarded as an index to their general acceptability.

popular character, were delivered before the Institutes, upon which very many of the citizens of the villages and vicinities where they were held, were in constant attendance. Citizens were also in attendance, less or more, at nearly all of the day sessions of the majority of the Institutes.

The deep interest which both Teachers and Citizens have taken in these Institutes, as manifest by their attendance upon their daily exercises, as well as by their Resolutions—some of which may be appended to this Report—place above a rational doubt, the acceptability and usefulness of the well conducted Teachers' Institute of our State. Indeed, I think I may safely say it constitutes the most popular and inspiring feature of our excellent School System. It does more to bring to counties in which they are held, a knowledge of the capabilities and usefulness of the State Normal School, than could be effected by any other instrumentality. While that Institution is more thoroughly training a noble class of young men and women, who are seeking qualifications essential to eminent usefulness; and who will, in due time, return to the counties from which they have been sent up, and there, it is believed, exert an elevating influence, not only upon the schools they teach, but upon those round about; it is the office of the *Institute* immediately to operate on greater numbers. Its power consists in the improvement of the Teachers now actually in charge of our schools, and who will continue in charge of them, whether qualified or not; in leading the communities in which they may be held, to appreciate more fully the importance of the Teacher's Calling, and to seek, and adequately to remunerate, the services of those who are best qualified; and, generally, in elevating the standard of attainment on the part of those to whom are to be committed the guardianship of our Primary Schools. The Teachers' Institute thus becomes, in

an important sense, a co-ordinate of the Normal School. And suppose fifteen hundred teachers have received instruction at the Institutes above reported, and that these on an average, have taught fifty scholars each—which is a low estimate—and their influence has been directly felt by seventy-five thousand Children! and by a large number of Parents and Citizens.

INTERMEDIATE, OR ACADEMIC SCHOOLS.

The Primary Schools, the Branches, and the University, constitute the facilities which the Michigan School System originally offered to the youth of the State, for acquiring an Education.

It is the office of the Primary School to offer to all our youth, facilities for obtaining a good common English education, such as is necessary to qualify them to know, enjoy, and discharge, their rights, privileges, and obligations, as citizens of a free State. The education which it aims to supply, is an elementary one, merely, but symmetrical in its proportions, and as extended as circumstances will permit, its instructions being conducted, under a Constitutional requirement, in the English language.

In the country, where the sparseness of the population is such that it is impracticable to embrace more than from forty to sixty children, within the legal ages, in a school district, because of the amount of territory that would be required, and the distance to which children in the remote portions of the districts would be removed from the school house, the course of study cannot be so extended, nor can the classification of pupils be so perfect, as in villages, and densely populated communities, where from three to five or eight hundred children may be embraced within the limits of a single district. But in both instances, alike, the first, and the prominent object in arranging a course of study, must be the fitting of youth who frequent these schools for the discharge of the duties of life, and not for admission to a higher grade of schools.

It is the office of the University, on the contrary, to offer to youth and citizens from every portion of the State, facilities for acquiring a more extended and complete Education, in Literature, Science, and the Arts, and one which shall fit them to enter more advantageously upon the higher walks of life, and which shall most thoroughly qualify them to engage successfully in extended fields of usefulness. But between the ordinary Primary School and the University, there is a chasm, deep and impassable, which requires to be thoroughly bridged, before the doors of the University can be regarded as effectually open to the youth generally of the State; for none can frequent its halls, under established regulations, and be admitted to unrestricted* participation in its privileges, who have not, with other attainments, made certain acquisitions in the Latin and Greek languages;—a kind of knowledge which it is impracticable generally to acquire, as our School System is at present organized, except in the most favored of our Primary and Union Schools.

It was originally designed that the Branches should afford facilities for this intermediate training. But these have long since been abandoned by the State; and in the place thereof have sprung up Private Schools, Denominational Institutions, Incorporated Academies, and Seminaries of Learning of various grades, to which our citizens have been accustomed to look for the accomplishment of this work. All of these Incorporated Schools are required by their charters to make and transmit Annual Reports to this Department; but none of them receive any pecuniary assistance from the State. The consequence is, as might be expected; each does its own work in its own

* This limitation applies only to the Classical Course, and to such students in the Partial Course as desire to pursue the Classics, as appears from the Report of the President of the University hereto appended. Persons who do not possess the requisite knowledge of the Latin and Greek languages are *excluded* from the Classical Course, and are admitted only to *restricted* privileges in the Partial Course. The *unrestricted* privileges of the Scientific Course are open to persons possessing the scientific attainments requisite for admission thereto, whether possessing a knowledge of the Latin and Greek languages or not.

way, and very few of them go through with even the formality of making a Report. During the year 1855, not a single Report was received from this class of Institutions in the State. In the early part of the present year a Circular was issued by this Department, and sent to the Officers of these Institutions generally, in reply to which a few Reports have been received, the whole or parts of which will be hereto appended.

It is respectfully submitted whether justice to this class of Institutions, and a due regard to the interests of sound Learning and general Education in the State, do not require that the Legislature make some suitable provision for their encouragement. A certain amount of capital might be required as a condition upon which they should receive aid, and Institutions applying for it might be required to make a specific Annual Report, and might be subjected, as at present, to inspection by a Board of Visitors; and the amount of assistance rendered them might be equitably arranged, having reference to the number of scholars in attendance upon them that are prepared to pursue—and are actually pursuing—an advanced course of scientific and classical study, such as is requisite for admission to the State University, and to the Colleges of our country.

I have not time now to discuss this subject at greater length; but it seems to me the considerations already presented indicate alike the requirements of justice and sound State policy.

PRIMARY SCHOOL STATISTICS.

From the reports received at this Office for the school year ending the Saturday previous to the last Monday of September, 1855, (abstracts of which are appended to this Report,) it appears that there were, at that time, three thousand two hundred and fifty-five (3255) organized school districts in the State, in which there were one hundred

and eighty-seven thousand, one hundred and twenty-three (187,123) resident children between the ages of four and eighteen years. Schools taught by "qualified teachers," within the meaning of the statutes, were maintained in these districts, on an average, five and six-tenths (5.6) months, upon which there were in attendance one hundred and forty-two thousand, three hundred and thirty-four (142,334) children. The average length of time these children attended school, as appears by the returns, was three and four-tenths (3.4) months.

There were employed during this time, in the Primary Schools of the State, as shown by the reports, five thousand and seventy-eight (5078) qualified teachers, of whom one thousand six hundred (1600) were males, and three thousand four hundred and seventy-eight (3478) females.

The total amount of teachers' wages, as shown by the reports, is three hundred and four thousand, seven hundred and seventy-three dollars, and twenty-nine cents, (\$304,773 29,) of which amount eighty-one thousand, and thirty-three dollars, and ten cents, (\$81,033 10,) was raised by rate bill.

The whole amount of money raised by tax upon the school districts of the State, for the support of schools, was two hundred and thirty-one thousand, two hundred and fifteen dollars, and thirteen cents, (\$231,215 13.)

The statistics for the school year last closed, have not been put in tabular form, for reasons already referred to. It is hoped they may be, however, in season to be printed with the documents accompanying this Report.

PUBLIC MONEY APPORTIONED IN 1855 AND 1856.

There was apportioned at this Office, to the several townships of the State, on the 11th day of May, 1855, the sum of eighty-three thousand, two hundred and forty-two dollars, and eight cents, (\$83,242 08,) the same being the amount of Interest accruing on the Primary School Fund

for the preceding year, and being at the rate of forty-eight (48) cents to a scholar between the ages of four and eighteen years, as the same were reported for the preceding year.

There was also apportioned at this Office to the townships of the State, for the use of the Primary Schools therein, on the 15th day of May, 1856, the sum of ninety-nine thousand, nine hundred and thirty-eight dollars, and seventy-six cents, (99,938 76,) the same being the amount of Interest accruing on the School Fund for the preceding year, and being at the rate of fifty-three (53) cents to a scholar within the legal ages, as the same were reported for the year 1855.

It appears, from the above, that there is at present a greater per cent. annual increase in the public moneys to be apportioned to the schools of the State, than in the number of children between the ages of four and eighteen years, residing in the school districts reported. In the year 1850 the amount apportioned was at the rate of thirty-four (34) cents a scholar. The apportionment per scholar has advanced from year to year since, until, as stated above, the amount was forty-eight (48) cents per scholar, in 1855, and fifty-three (53) cents per scholar, in 1856.

PRIMARY SCHOOL ESTIMATES FOR 1857.

The State Constitution provides that the Legislature shall, within five years from the time of its adoption, (which time has now expired,) provide for and establish a system of Primary Schools, whereby a school shall be kept, *without charge for tuition*, at least three months in each year, in every school district of the State. The Constitution further provides that any school district that shall neglect to maintain a school at least three months in each year, shall be deprived for the ensuing year of its proportion of the income of the Primary School Fund, and of all funds arising from taxes for the support of Schools.

Our Public Money for the support of Primary Schools is derived from three sources:

1. The Primary School Interest Fund.
2. A tax of one mill on a dollar of the taxable property of each and every township of the State.
3. A voluntary tax which may be raised by the qualified voters of school districts at their annual district meetings, of not to exceed one dollar a scholar between the ages of four and eighteen years.

Now the estimated amount that *may* be realized from these three sources for the year 1857, under existing provisions of law, is as follows:

1. Income of the Primary School Fund,....	\$100,000 00
2. The Tax of One Mill on a Dollar,.....	150,000 00
3. A <i>Voluntary</i> Tax of One Dollar per Scholar,	200,000 00

Total amount *possible*,.....\$450,000 00

Now this *possible* amount of public money is sufficient to maintain a free school in each school district of the State, for full three months, according to the rates of remuneration hitherto paid to teachers, as shown by the reports received at this office. But shall we hence infer that the constitutional requirement is met? I think not; and for the following reasons:

1. The voluntary tax, which makes up nearly one-half of the estimated amount, may be raised only in part; and in many instances we know it is not raised at all. In such cases the estimated *possible* amount of public money is reduced nearly one-half. Moreover, the mill tax, (which is three-fifths of the remaining amount of public money as per estimate,) is not levied by the Supervisor, in too many instances, notwithstanding the statutes imperatively require that it be raised. The districts, hence, are often actually in the receipt of less than one-fourth of their proportion of the estimated amount of public money *possible*, under existing laws.

2. The full amount of public money *possible* to be raised under the statutes, is raised only in those districts and townships whose inhabitants are intelligent and enterprising, and who, fully appreciating the advantages of an Education, and determined to secure them to their offspring, maintain good schools, eight or ten months during the year. In such cases the public money is usually spread out over the whole time, and the balance of teachers' wages is raised by rate-bill. Although existing statutes may thus be fully complied with, the Constitutional Requirement above cited, it seems to me, has not been met. This arises from the fact that previous Legislatures have themselves neglected to provide such statutory enactments as are contemplated by the Constitution.

The duty imposed upon the Legislature by the Constitution, it seems to me, implies two things: 1. That provision be made for maintaining a school "without charge for tuition, at least three months in each year, in every school district in the State." This provision should not depend upon the contingency of a popular vote in the districts, but should be *imperative*, and its observance should be enforced by penalty and forfeiture. 2. Not only should provision be made for effectually raising the amount required to maintain a good school the Constitutional Term, *without charge for tuition*; but each district should be required *actually thus to maintain a free school*; and, in the language of the Constitution, any district neglecting to comply with this requirement should be "deprived for the ensuing year of its proportion of the income of the Primary School Fund, and of all funds arising from taxes for the support of Schools."

The Superintendent would recommend, as a convenient, efficient, and judicious mode of complying with the Constitutional Requirement, 1. That the obligatory mill tax be changed to a two mill tax; 2. That the qualified voters of

school districts be authorized to raise a voluntary tax of two dollars for every scholar between the ages of four and eighteen years, resident of the district, instead of but one dollar, as at present; and 3. That in case provision be not otherwise made for maintaining a free school the Constitutional Term, the district board be authorized and required to estimate the amount of money necessary to be raised by tax to maintain a good school, the requisite time, and that they embrace the same in the report which they are now required to make out and deliver to the Supervisor between the last Monday of September and the second Monday of October in each year, to be by him levied upon the taxable property within the district; and that in failure whered, or of otherwise maintaining a Free School three months, the district be deprived of its proportion of Public Money the ensuing year.

With the above provisions incorporated into our statutes, the estimated amount which *might* be raised and received from al sources, aside from a rate bill, would, for the year 1857, be as follows:

1. Income of the Primary School Fund,....	\$'00,000 00
2. The Tax of Two Mills on a Dollar,.....	300,000 00
3. A Voluntary Tax of \$2 per Scholar,....	400,000 00

Total amount <i>possible</i> ,.....	\$800,000 00
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Should the total amount of public money *possible*, under such statutes, be raised in any district or township, it might enable them to maintain a Free School eight or ten months. But this is no longer than the interests of Education, in economical policy, and sound domestic and political economy alike require. And where the voluntary tax is not voted, there would still be effectual provision for the maintenance of a Free School for at least the time contemplated by the Framers of the Constitution.

NECESSARY LEGISLATION.

In commending to the consideration of the Legislature about to assemble, such modifications in the school law as I deem important to be made during the ensuing session, I shall number them for the sake of convenient reference, rather than as an indication of any connection between them. Although I stop not to argue the several points specified, yet I shall endeavor to submit nothing but what has been well considered. The Superintendent would then respectfully recommend the adoption into the School Laws of the State of the following provisions :

1. The repeal of Act No. 153 of the laws of 1851, connecting the Office of Public Instruction with the State Library, and the conferring of authority upon the Superintendent to appoint a Deputy, and to employ clerks from time to time, as the same may be necessary.

2. Compliance with the requirement of section 4 of article 13 of the Constitution of the State, which says : "The Legislature shall, within five years from the adoption of this Constitution, provide for, and establish, a system of Primary Schools, whereby a school shall be kept, without charge for tuition, at least three months in each year, in every school district in the State."

It was generally supposed, at the time, that such a law was passed by the last Legislature; but owing to some change introduced by one Branch of the Legislature which was not concurred in by the other, the bill failed to become a law.

3. A change in section 5 of chapter 58 of the Revised Statutes, relating to the election of the three district officers, and the introduction, in lieu thereof, of a provision whereby the term of district officers shall be three years, with one officer going out annually, instead of one year, and all three going out at once, as at present.

By this arrangement the majority of the officers of dis-

district would hold over, and they would hence be familiar with the condition and wants of the district, and be free from the embarrassments at present felt, where all the incumbents are either liable soon to go out of office, or are unfamiliar with the state of the district, from lack of experience.

4. The adoption of a system of School District Libraries, instead of the present system of Township Libraries.

Under the present system, the books are either drawn quarterly from the township library, by the school directors, for circulation in the districts, and returned to the township library at the expiration of that time and exchanged for others, according to the provisions of sections 51, 52, and 115 ; or they remain in the township library to be drawn out by citizens from time to time, as provided by Act No. 299 of the laws of 1850. [Section 144 of the School Law, as printed in 1852.] The former provision is burdensome to directors, and involves great wear and tear and loss of books ; and the latter is very inconvenient to citizens whose residences are remote from that of the township clerk. A smaller number of more choice books, owned by, and circulated in, the district, it is believed would, in the great majority of cases, give better satisfaction, and be more profitable to the reading portion of the community.

5. The offering of facilities on the part of the State, for the purchase of Standard Library Books from a responsible Contractor who shall obligate himself to supply them at reduced rates, instead of leaving purchasers to depend, as at present, upon itinerant dealers, who too frequently supply indifferent or pernicious books at exorbitant prices.

6. Such a modification of section 54 of the law relating to primary schools, as shall obviate the necessity for the the directors of school districts to embrace in their reports such topics as are neither essential as checks, nor susceptible of being turned to practical account by this Depart-

ment. At present, it is believed the statutes require too much and too varied information relating to unimportant topics. The consequence is, the reports received at this Office are often very defective. If they called for less, and only for that which is clearly important, it is believed they would at once be more complete and more reliable.

7. The establishment of a more thorough system of Inspection of Teachers, and provision for a more efficient Supervision of Schools, and for granting different Grades of Certificates.

This might be done by electing one School Inspector in each township, who shall discharge the duties now devolving upon a board of *three*; and one School Commissioner in each Senatorial District of the State, who should have the general supervision of the schools of his District, and whose duty it should be to visit schools, examine teachers, and grant certificates to such as he may deem qualified; which certificates might be restricted to one township, for a single year, or be good throughout the district, for a longer time, according to the estimate the Commissioner might place upon the merits of the candidate.

The Commissioner might also receive the annual reports from the inspectors of his district, and transmit them, or abstracts from them, to this Department, and otherwise labor to promote the interests of education in his district. The Superintendent might be authorized himself to grant certificates to well qualified and successful teachers, which certificates should be good throughout the State. Such a discrimination in granting certificates would confer distinction upon the meritorious, and would attract young persons of enterprise and competent attainments to the business of teaching, for a livelihood. It would thus give greater dignity and permanency to the Vocation of an Instructor, and would contribute to the advancement of the interests of general Education in the State, and to the elevation of the employment of Teaching, to the rank of a Profession.

8. Provision should be made for granting suitable Diplomas to graduates of the State Normal School, which should serve them in lieu of the ordinary certificate of qualification, for teaching primary schools in any township in the State, for the period of two years. If during this time they should prove to be successful teachers, they might, on application to the Superintendent, receive a State Certificate.

At present, graduates of the State Normal School have to submit to an examination before the township board of school inspectors, before they can be recognized as "qualified teachers" within the meaning of the law. It is not so in other States; and the Legislature, I doubt not, will unhesitatingly supply this statutory omission, which has hitherto subjected many worthy teachers to needless humiliation, and in some instances deprived the community of their services.

9. In case of the incorporation into our statutes of the proposed law establishing the office of District Commissioner, it would be advisable to confer upon him the authority to appoint pupils to the Normal School. His visits to schools, his examination of teachers, and his greater familiarity with the active friends of Education is his District, would offer greater facilities for judicious appointments than are enjoyed by the officers upon whom the duty is at present devolved.

STATE FEMALE COLLEGE.

Memorials were widely circulated, and presented to the Legislature two years ago, praying for the establishment of a Female College under the fostering care of the State. This subject was then considerably discussed, by the Press, by members of the Legislature, by the more active friends of Education, and by citizens generally in various portions of the State. No action, however, was taken for the establishment of such an institution, on the part of the State;

and the Superintendent had not contemplated any reference to the subject in his report.

But the matter has been agitated, less or more, during the last two years, and seems now to be receiving increased attention. And I perceive, by the public journals, that memorials are in circulation, and are receiving the signatures of inhabitants of the State, respectfully requesting the attention of the Legislature "to the fact no provision is made by the State for the education of young women beyond the Primary Schools, unless they wish to become Teachers;" and praying "that a fund be set apart and an Institution be established under the fostering care of the State, which shall give to its daughters equal opportunities for acquiring a liberal education, [to those] which are now so nobly and freely offered to its sons by the University."

In order properly to estimate the importance of the subject matter of this memorial, it may be proper briefly to consider the Origin and Progress of our Educational System, that we may fully understand the extent of our privileges under existing Constitutional and Statutory Provisions. We shall then be better qualified to comprehend the extent of the disabilities sustained by any portion of our citizens. When we shall have fully ascertained the nature and extent of these disabilities, we shall be better prepared to determine what legislative action is necessary for their removal.

The Foundation of our System of Education may be considered as laid long prior to the ratification of our State Constitution by Congress, June 15th, 1856. In the memorable Ordinance of July 13th, 1787, for the government of the Territory of the United States north west of the River Ohio, "It is ordained and declared by the United States, in Congress assembled, that the following articles, [six in number,] shall be considered as articles of compact

between the original States, and the people and States in the said Territory, and forever remain unaltered, unless by common consent, to wit: * * *

“ARTICLE III.

“Religion, Morality, and Knowledge, being necessary to Good Government and the Happiness of Mankind, SCHOOLS AND THE MEANS OF EDUCATION SHALL FOREVER BE ENCOURAGED.” * * * * * *

We may, then, with pride and gratitude, point to this celebrated instrument as the Origin of our admirable system of Public Instruction.

If provision for the establishment of a State University is not made in the Ordinance of 1787, it certainly dates as far back as the year 1804.

The following is an act concerning a Seminary of Learning in the Territory of Michigan, approved May 20th, 1826:

“*Be it enacted, by the Senate and House of Representatives of the United States of America, in Congress assembled, That the Secretary of the Treasury be, and he is hereby authorized to set apart and reserve from sale, out of any of the public lands within the Territory of Michigan, to which the Indian title may be extinguished, and not otherwise appropriated, a quantity of land, not exceeding two entire townships, for the support of a University within the Territory aforesaid, and for no other purpose whatsoever, to be located in tracts of land corresponding with any of the legal divisions into which the public lands are authorized to be surveyed, not less than one section; one of which said townships, so set apart and reserved from sale, shall be in lieu of an entire township of land, directed to be located in said Territory for the use of a Seminary of Learning therein, by an Act of Congress, entitled ‘An Act making provision for the disposal of the public lands in the Indiana Territory and for other purposes,’ approved March 26th, 1804.*”

Section fifth of the Act last referred to, approved March 26th, 1804, provides that "section 'number sixteen' shall be reserved in each township for the support of schools within the same," and also that "an entire township be located by the Secretary of the Treasury, for the use of a Seminary of Learning."

The following is from An Act of Congress to provide for the admission of Michigan into the Union, approved June 23d, 1836 :

"Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, * * * * *

"Second, That the seventy-two sections of land set apart and reserved for the use and support of a University by an Act of Congress approved on the 20th day of May, 1826, entitled 'An Act concerning a Seminary of Learning in the Territory of Michigan,' are hereby granted and conveyed to the State, to be appropriated *solely to the use and support of such University*, in such manner as the Legislature may prescribe." * * * * *

Section third of "An Act to provide for the government of the State University," approved April 8th, 1851, vests the government of the University in a Board of Regents. But the thirteenth section of this Act, especially provides that "The University shall be open to all persons resident of this State, without charge of tuition, under the regulations prescribed by the Regents; and to all other persons under such regulations and restrictions as the board may prescribe." The express statutory provision then is, that the *University shall be open to ALL PERSONS RESIDENT OF THIS STATE.*

But the "memorial" above referred to, speaks of "the fact that *no provision* is made by the State for the education of *young women*." If this be so, we are at once forced to the conclusion that "young women" are not "persons," within the meaning of the Statutes. But how can this be?

Dr. Webster defines the word "person" as signifying "an individual human being consisting of body and soul;" and adds that "it is applied alike to a man, woman, or child."

Our Primary Schools, (and this term includes all of our Union Schools,) are established more particularly for the education of "children." But does any one hence infer that *boys* only are meant? On the contrary, we find both *boys* and *girls* in attendance upon these schools, and of them about an equal number. Moreover, we find "children of a larger growth," and married as well as single, often frequenting these schools. It has been my happiness once to meet an aged grandmother in one of our Primary Schools, who attended it regularly for the purpose of acquiring the elements of an English education—a privilege that had been denied her earlier in life. And I suppose there can be no question but that all of these classes of persons are Constitutionally, Legally, and very properly, admitted to participate freely the beneficent provisions of our excellent System of Public Instruction. As freely as they inhale the invigorating atmosphere, and as joyously as they behold the cheerful sunlight; so freely, and so joyously may they participate the privileges, not only of the Primary School, and of the Normal School, but of the State University; and, so long as they conduct themselves with propriety, and observe the laws inculcated by the doctrine of reciprocity, *there is no one to hinder*. To change this rule, or to restrict its interpretation, would greatly mar our admirable System of Education. If it did not utterly obscure, and totally eclipse, the Central Luminary of our System, it would cast dark spots upon its surface. It would alienate from its sympathies many worthy citizens and families; for, while fond parents ardently love their *sons*, and seek for them the enjoyment of distinguished privileges, they cherish an equally strong affection mingled with greater tenderness for their *daughters*; and will protect them in the enjoyment of their rights.

I speak thus strongly, because some persons have fancied themselves, or their friends, excluded from the privileges of this Institution ; not because any have been, or are, actually excluded. On the contrary, under the terms of the Original Grant by the Congress of the United States, and by express Statutory provision, the State University is open to *all persons resident of this State*, who possess the necessary literary and moral qualifications, without regard to nationality, state in life, or sex. And so far as I am advised, there is not an officer of the Institution, either Regent or Professor, who would exclude "young women" from the fullest enjoyment of its privileges, even did they possess the authority to do so. And I have been present at meetings of the Regents, when both the President of the University, and Professors, distinctly intimated to the Board that they had reasons for believing ladies would make application for admission to the Institution, and inquired what action they should take in case such applications were made. After a free and pleasant discussion, the subject was dismissed without action, because the specific provisions of the Statutes, as above quoted, preclude the necessity for further action on the part of the Regents, arrangements having already been made for the admission of "persons" to the enjoyment of the privileges of the University, as for the admission of "children" to our Primary Schools.

From the preceding, it can hardly fail to be apparent, that "an Institution established under the fostering care of the State," already exists, which offers "to its daughters facilities for acquiring a liberal education equal to, [and identical with,] those which are now so nobly and freely extended to its sons, by the University." If these privileges are not equally shared by our daughters, a sufficient reason, and, so far as I know, the only reason, is to be found in the fact that those possessing the necessary qualifications have not hitherto presented themselves for examination and matriculation.

Although my special object in tracing the history of our School System, and particularly so far as relates to the State University, has been to set at rest the question whether females are entitled to participate its privileges; still, there has incidentally been brought to light another important fact. It is this. Under the terms of the Original Grant, the avails of the seventy-two sections of land donated to this State by the United States, were "to be appropriated solely to the use and support of a University, and for no other use or purpose whatsoever."

This much, it is deemed, should be said, in this connection, in relation to the University; for many persons, in various parts of the State, have looked upon it as an aristocratic institution, from which but few can ever derive benefit. Much has been said in relation to its discontinuance, and the application of its ample fund to the support of the Primary Schools of the State. But the several Acts of Congress to which reference has been made, clearly show that the fund cannot be thus perverted. And fortunate it is for the cause of Education that it cannot be. The Statutory provisions in relation to our State University, are even more in harmony with the principles of a Free Government, than are those of our excellent Primary School System; for, as we have seen, the *University is open to all persons resident of the State* who may wish to avail themselves of its advantages, *without charge of tuition*, under the regulations prescribed by the Regents; while the State Constitution requires that a *primary school shall be kept, without charge for tuition, only three months in each year*, in every school district in the State.

What has been said hitherto touching this subject relates more particularly to the *privileges* which different classes of persons are entitled to enjoy at the State University, than to the *propriety* of their participating these privileges. But all experience has shown that under judi-

cious regulations, the influence upon young ladies of meeting with gentlemen in the recitation-room, and in the general exercises of the school, is most salutary. Its manifest tendency is, more fully to cultivate and develop their *intellects*, not only, but to give them more rational views of human life, and to prevent the development of that prudery which is wont to manifest itself in boarding schools composed exclusively of females. On the other hand, young gentlemen, at this important period in their history, equally need the refining and humanizing influence which such an association with ladies is calculated to produce, and without which, when congregated in numbers, the tendency is to develop habits of clownishness and boorishness. And the fact that these mutually elevating influences are not restricted to preparatory schools, is placed beyond a reasonable doubt, by the prosperity that has attended those Colleges that have received and graduated Ladies as well as Gentlemen, who have been accustomed to meet in the lecture-room daily throughout their college course.

But it may be urged, as it sometimes has been, that young gentlemen frequent the halls of the University in whose society young ladies are not safe. It is sufficient to state two things in reply. 1. The association proposed is public in its nature, and literary in its character, and it is contemplated that there be thrown around it every needed wholesome restraint. 2. A qualification requisite to admission should be a manifest tendency to obey the law of reciprocity. Young gentlemen—or old—of the character described, should be referred to another class of State Institutions, whose restraints they need, and whose more rigid discipline, and plainer regimen, might exert a salutary influence in the proper development of their characters.

There are other aspects in which this subject may be considered, but there seems not to be occasion for its further discussion at this time and in this place.

JOURNAL OF EDUCATION.

Should the change above recommended relating to the establishment of district libraries, numbered "4," be favorably regarded, and should the Legislature be pleased to authorize the Superintendent to renew, on the part of the State, the subscription to the Journal of Education—which has been sent to the clerks of the townships, for the township library, during the last two years—the Superintendent would recommend, that it be sent to the school directors for the district libraries, instead of to the townships, as at present. While the Journal would thus constitute a better medium of official communication, than as at present sent, it would hardly be more expensive to the State than now; for it would afford more desirable facilities for advertising, and could hence be furnished to subscribers at reduced rates, and still be remunerative to the publisher.

WEBSTER'S UNABRIDGED DICTIONARY.

This standard work, which will be used wherever the English language is employed, has been put into every school house of several of the States, by the action of their Legislatures. A bill for the supply of a copy of it to every school district, passed the Legislature of this State two years ago; but on account of some objectionable feature, it failed to receive the executive sanction, and did not become a law. So numerous and great are the advantages that would result from furnishing the teacher's desk with this volume, as a work of reference, that I deem it worthy of the consideration of the Legislature to seek its accomplishment in an unobjectionable method.

THE MEANS AND ENDS OF UNIVERSAL EDUCATION.

A resolution was adopted by both Branches of the Legislature of this State, in the year 1849, requesting the Superintendent of Public Instruction to prepare a work on the

subject of Popular Education, based upon a course of lectures he had delivered during the session, by request of the Legislature, in the Hall of the House, together with such other matter as, in his judgment, would tend to the further improvement of our System of Public Instruction ; to the end that the necessary information in regard to this subject might be diffused throughout the State. The undersigned, who was the incumbent at the time, and whose name was mentioned in the resolution, being soon after relieved from the labors and responsibilities of the Office, undertook the preparation of the work in question, which was published in the autumn of 1850, by Harper and Brothers, of New York, under the title of "Popular Education." Several editions have since been published. The stereotype plates have recently been purchased by the Publishers of a valuable series of Educational Works, known as "The School Teacher's Library," with the view of hereafter publishing it as a volume thereof, under the more specific and equally truthful title, "The Means and Ends of Universal Education."

I have been induced to make this statement, at this time, and in this place, from the consideration that the work has never, to my knowledge, heretofore been brought to the notice of the Legislature ; and from the additional consideration that many friends of Education, in whose judgment I repose confidence, have expressed to me the earnest desire that steps might be taken to furnish copies of it to the School Districts of the State.

But I must here distinctly state, that, although the work was prepared by me while a private citizen, I have no claim to prefer for State patronage. But, on the contrary, I have a special contract with my Publishers, by which I am entitled to receive the work at a considerable discount from the regular wholesale price, the full benefit of which contract I freely tender to the Legislature, in case they are

pleased to avail themselves of it for the purpose of supplying copies of the volume to the School Districts of the State. Copies of "The Means and Ends of Universal Education," as at present published, will be transmitted to the President of the Senate, and to the Speaker of the House.

All of which is respectfully submitted.

IRA MAYHEW,

Superintendent of Public Instruction.



ANNUAL REPORT FOR THE YEAR 1857.

OFFICE OF PUBLIC INSTRUCTION, }
Lansing, Mich., May 20, 1858. }

To the Honorable, the Legislature of the State of Michigan:

The Statutes of the State of Michigan, among other things, make it the duty of the Superintendent of Public Instruction to prepare annually and transmit a Report to the Governor, to be transmitted by him to the Legislature, at each biennial session thereof, containing a large amount of information in relation to the State University, the Agricultural College, the Normal School, the incorporated Literary Institutions of the State, and the Primary Schools; together with plans for the better organization of our Educational System, if in his opinion the same be required; "and all such other matters relating to his Office, and the subject of Education generally, as he shall deem expedient to communicate."

In an incomplete Report from this Department, printed, so far as then prepared, under date of December 20th, 1856, the undersigned spoke of the Constitutional and Statutory duties of the Superintendent, including both the original duties devolved upon that officer, and those more recently added,—which have been increased by the successive Legislatures for the last ten years,—and indicated what he regarded the appropriate duties of the Superintendent, under the Constitution and Statutes of the State, and from the nature and means of usefulness of the Office.

As these varied and onerous duties cannot be properly

performed without the necessary assistance, the undersigned urged the imperative necessity which exists for a provision of law authorizing the Superintendent to appoint a Deputy, and to employ clerks, from time to time, as the same shall become necessary, as has properly been the policy of the State with all the principal State Offices,—this only excepted.*

The action of three successive Legislatures, and of the Board of State Auditors, on this subject, may be stated somewhat at length, in an Appendix to this Report. The subject is referred to here, simply for the purpose of indicating the non-appearance of this Report till it is so long past due. But from the fact that the Superintendent has, at his own charges, employed clerks during the last three years, for about one-half of the time, and at a cost of more than half of his constitutional salary, not only would it have been necessary that a much larger amount of important official correspondence remain unanswered than has, but there necessarily would have been a considerable delay in the apportionment of the Primary School Interest Monies, and of several other matters of scarcely less importance to the Educational interests of the State.

It will be a proud day for the State of Michigan, when the Department of Public Instruction is placed upon that elevated basis in regard to office labors to which the other departments of the State Government have already attained, and when the Superintendent shall be more free to engage in the appropriate functions of his office, in projecting and executing plans for the development and increased usefulness to the State, of our, in many respects, already admirable System of Public Instruction.

UNIVERSITY OF MICHIGAN.

Full information as to the condition and workings of the State University, together with its future prospects and

*For the views of the Superintendent, as then expressed, see pp. 4 and 5.

wants, will be found in the reports of the Board of Regents, and in the report of the Board of Visitors to this institution, which reports are hereto appended, and constitute a part of this report.

The various and more immediate duties of the Superintendent, have so engaged his attention as to give him little time for personal visitation and acquaintance with the affairs of the University, his visits hardly being more frequent than the Commencements thereof. He therefore takes the more satisfaction in referring to the able and extended reports of the President of the University, and of the Board of Visitors, embraced in the accompanying documents of this report.

As the *moral influences* of the University have been severely animadverted upon by some of the ecclesiastical bodies of the State, as well as in some of our periodicals, the undersigned deems it befitting, and but a matter of simple justice, to refer to a report and a memorial of the officers of the institution, printed as parts 2d and 3d of the Nineteenth Annual Report of the Regents, hereto appended, which, together with the entire reports above referred to, he commends to the consideration of the Legislature, and of the people of the State.

STATE AGRICULTURAL COLLEGE.

It affords cause for gratitude and gratulation to the inhabitants of this beautiful and fruitful Peninsula, to the citizens of sister States throughout the Union, to the Patriot and Philanthropist, and to all Friends of sound Learning, that the beneficent provision incorporated into our State Constitution now nearly eight years ago, providing that "the Legislature shall encourage the promotion of intellectual, scientific, and agricultural improvement," has already been so far realized as to result in the establishment and successful inauguration of the *Agricultural College of the State of Michigan*.

Too much can hardly be said in favor of Popular Education. It dissipates the Evils of Ignorance, which are legion. It increases the Productiveness of Labor, in all the industrial pursuits of civilized life. It everywhere, when its appliances are wisely arranged, tends to diminish Pauperism and Crime, and to promote human Happiness. Still, Agricultural Education, in which its benefits would be most apparent, has, until recently, and still is, among the masses, most neglected.

Nature is beneficent in all her arrangements. He who will court her favor has but to address her in the language of Science—the only language she understands—and her bounties are lavished upon him in luxurious abundance.

The winds blow, and the ocean wave rolls on, unheeded by the ignorant person; and the meandering stream, the cascade, and the waterfall, engage not his attention. They are to him as a barbarian. He understands not their language, and hence heeds not the tender they make of their willing services to minister to his wants, and to relieve his oft overwrought muscles. With the educated man it is far otherwise. Being able to address the elements in their own language, they promptly confer upon him all needed benefits, and in numberless ways, minister to his comfort, and to his substantial happiness. As this has heretofore been realized in Commerce, in Manufactures, and in the Arts, so more sure and abundant Harvests will surely crown the efforts of Science when applied to Agriculture.

Esteeming, as I do, the Educational System of Michigan, and realizing the deep and lively interest felt by our citizens in behalf of Primary School Education, their attachment to the improved Union School, their love for the Normal School, and their esteem for the State University, I entertain the profound conviction that with two conditions fulfilled, the Agricultural College of the State of Michigan will soon be as effectually enthroned in the affections

of the People,—and as worthily, too,—as have any of these. These two conditions are, 1st. Its liberal endowment on the part of the State, either with or without an appropriation from the General Government ; and, 2d. Wisdom and prudence on the part of the officers of the Institution in the administration of its affairs. Fulfil but these two conditions, and the success of the Institution will be placed beyond a peradventure.

Among the documents appended to this report will appear the Constitutional and Legislative provisions for the establishment of an Agricultural College, the Addresses of the President of the College, and of the Governor, on the occasion of its Dedication and Opening, and the Report of the President after it has been one year in operation, together with the reports of its officers generally, including much information of interest to the people of this State, and of the country.

The undersigned has arranged with as much care as his duties would admit of, a list of Agricultural and Horticultural Publications, which will appear among the accompanying documents. In this connection he takes great pleasure in making special reference to "A Text-Book of Vegetable and Animal Physiology," by Henry Goadby, M. D., Professor of Vegetable and Animal Physiology and Entomology, in the State Agricultural College of Michigan, recently published by D. Appleton & Co., New York. This original and unique work, which is embellished with upwards of four hundred and fifty illustrations, is designed for the use of schools, seminaries, and colleges in the United States, to which purpose it is admirably adapted.

STATE NORMAL SCHOOL.

This Institution, which has been attended with uniform prosperity since its establishment, continues to maintain its well earned reputation for usefulness.

The changes referred to in my former Report, whereby

the members of the senior class of the Normal School devote a portion of each day to Teaching in the Model School, are attended with manifest advantage. Now, while the Model School, which is larger than formerly, is well taught, and at less expense than under the former arrangement, there is at the same time secured to Normal School Graduates an opportunity of reducing their knowledge of the Theory and Practice of Teaching to the test of successful experiment; and that, too, under a wise and judicious supervision. This is a feature of crowning excellence to the Normal School, and one which no institution intended for the education of teachers can dispense with, without imminent hazard.

The Normal School Building has now, for a considerable time, been filled to its utmost capacity. It has hence been deemed advisable, in arranging to occupy the room most economically, and with the greatest advantage to the School, to bring the Laboratory to the first floor of the building, and to fit up rooms expressly for its accommodation. This has been done, during the past year, under the direction of the State Board of Education, and at an expense of about five hundred dollars. The department of Natural Science, which has heretofore been indifferently accommodated, may, with these improved facilities, be rendered more attractive, and be made to contribute to the increased usefulness of the Institution.

During the school year ending in July, 1857, there were in attendance in the whole Institution, 547 pupils.

Of this number more than one-half were Model School pupils, and academics. Of these, 153 were boys and young gentlemen, and 147 girls and young ladies.

Of the Normal School students, 133 were females, and 114 gentlemen.

For further information in relation to the condition and means of usefulness of this Institution, reference is made

to the report of the Principal to the State Board of Education,—to the address of Prof. J. M. B. Sill to the last graduating class,—and to a paper read by a lady member of the class, entitled “First Teachings,”—all of which will be printed in documents accompanying this report.

COLLEGES AND ACADEMIES.

The Michigan School System, as originally established, contemplated *three grades* of Schools, consisting of, 1st. The University of Michigan; 2d. Branches of the University, to be established in different parts of the State; and, 3d. Primary Schools, of which one was to be established in each school district in the State.

It is now about a quarter of a century since this system went into operation. The University and Primary Schools are in successful operation, having been increasingly prosperous, as a general rule, from year to year, since their establishment. The Branches soon languished, and after a few years were generally suspended, for want of that material aid which the University fund was inadequate to provide, and from other causes.

Simultaneously with the discontinuance of the Branches, and at an early period thereafter, incorporated Academies, Seminaries of Learning, and Colleges, were created in different portions of the State. The majority of these, perhaps, were under the fostering care of various religious denominations. The Legislature, in granting them charters, gave them a legal existence, but extended to them no pecuniary aid, though it was generally made the duty of the trustees to submit to the Superintendent of Public Instruction an annual report exhibiting the number of pupils attending the institutions, the state of their finances, and the condition of all their departments, which reports the Superintendent was authorized, in his discretion, to submit to the Legislature in his annual report.

About forty Charters have been granted to these Insti-

tutions, some of which never went into successful operation, and others were soon discontinued. Very few, if any of them, have uniformly made the reports to this Department required of them by law. The cause of this neglect is doubtless attributable to the fact that they derive no pecuniary advantage from so doing.

As stated in a former report from this Department,* it is desirable to foster this class of institutions, both academic and collegiate, and to bring them thus into sympathy with our System of Public Instruction, of which they do, in fact, constitute a part, inasmuch as they, in connection with our improved Union Schools, are actually performing the work of intermediate instruction, for which the Branches of the University were originally established. I then, again, as in the report just referred to, respectfully submit, whether justice to this class of institutions, and a due regard to the interests of sound learning and general education in the State, do not require that the Legislature make some suitable provision for their encouragement. A certain amount of capital might be required as a condition upon which they should receive aid, and institutions applying for it might be required to make a specific annual report, and might be subjected, as at present, to inspection by a board of visitors; and the amount of assistance rendered them might be equitably arranged, having reference to the number of scholars in attendance upon them that are prepared to pursue—and are actually pursuing—an advanced course of scientific and classical study, such as is requisite for admission to the State University, and to the colleges of our country, including, also, such as are actually pursuing a thorough collegiate course of study.

Appended to this report will appear a Circular sent out by the Superintendent, in May, 1856, to all the incorporated literary institutions of the State, (and since repeatedly

*See "Intermediate or Academic Schools," pp. 16 to 18 of this volume.

sent to portions of them,) together with the reports received at this office in reply thereto, so far, at least, as said reports have been made in a form to admit of publication.

UNION SCHOOLS.

As stated in another part of this report, the Michigan School System originally contemplated three distinct grades of schools, consisting of, 1st. The University of Michigan; 2d. Branches of the University; and, 3d. Primary Schools. UNION SCHOOLS, distinctively known as such, were not primarily contemplated in our System. Indeed, they are of quite recent origin, as a feature in the school systems of our country. And they are not, what they are sometimes supposed to be,—a distinct order of schools, like academies, and constituting an intermediate link in our chain of schools, their chief office being to connect the Primary School with the University, by being converted into what are known as Preparatory Schools. This I say is *not* their chief office. They are rather an outgrowth from, and an improved condition of our Primary Schools. They may, and should be established, not only in cities and villages, but wherever the population is sufficiently dense to admit of bringing a large number of children into one system of graded schools, without embracing too much territory to be thus well accommodated.

The term, Union School, often misleads. Because, in the early history of these schools, they were often established by the *union* of two or more adjacent single districts, in villages and neighborhoods that would admit of it, it has therefore been inferred that where districts are thus united, there is a *union school*, and that where districts have not been thus *united*, a union school cannot exist.

The true idea would be better expressed by the term, Graded School; or, System of Graded Schools, as the case may be. The term, Primary School, would then, in its lowest sense, signify a public school taught, chiefly, and

generally, by a single teacher, as is the case in the majority of the Primary Schools of the rural districts. The term, Graded School, or Union School, would apply to more populous districts, with one large Schoolhouse, having several different rooms, and employing several different teachers, each teacher having the immediate charge of one grade of scholars, in one room, the classes being promoted from one grade to another, as they advance, having reference chiefly to scholarship, but sometimes, also, it may be, to age and sex. The Principal, or Superintendent, may have the special charge of the highest department of the school, and exercise a general supervision over all the grades and departments; or, in very large schools, the highest department, like the lower grades, may be under the tuition of a particular teacher, and the Principal, or general Superintendent, might devote his time to visiting and superintending the different grades, examining classes, and deciding in regard to promotions from one department to another, by which means greater unity and efficiency may be given to the whole.

The term, Union School, is further employed to represent a System of Graded Schools. In the former instance the departments of the *one* Graded School were supposed to be instructed in different rooms in one central building. In the case of a *System* of Graded Schools, however, the lower grades are supposed to be taught in smaller houses, in different wards, or neighborhoods, each separate school, or department, being under the more immediate charge of a single teacher, with an assistant, if need be, and these chiefly females, whom experience has shown to be better adapted to the care of small children, and during the early periods of their education, than the other sex are. In this case, and especially where there are several distinct schools, and a large number of children in attendance upon them, it is highly important that a competent Superintendent be

employed, who, by visiting the different Schools and grades, and examining the classes, and directing the promotions, and by giving his counsel and direction as may be needed, may give greater unity, harmony and efficiency, to the whole system than would be otherwise attainable.

It is in the way here indicated, that in New-York, Boston, Philadelphia, Cincinnati, Chicago, and in our cities generally where Popular Education receives adequate attention, the schools of an entire City are united into one district, so to speak, and all under one government, and all conducted under the direction of a Board of Education, and of one general Superintendent who devotes his entire time to their examination and arrangement, as above indicated.

As cities advance in character, and increase in population, the number of schools of the lower and intermediate grades will require to be multiplied, to meet the necessities of the case. This will give an opportunity to perfect their gradation and classification, and will admit of an improved condition of the Intermediate and High Schools. This is well illustrated in the city of New York, which has its primary schools, for small children; its intermediate or ward schools, which often accommodate a thousand children, each, and which are as perfectly classified and graded as are our best Union Schools, or as the case will admit of; and its High School, under the title of the New York Free Academy, which stands at the head of the system, and in which the course of study is not inferior to that pursued in our well regulated first class colleges. No students are admitted to the Free Academy who have not attended the public schools for at least one full year, nor these until they have undergone a thorough examination and proved themselves worthy. Its influence is thus not confined to the one hundred and fifty or two hundred scholars who may graduate from it annually, but reaches and stimulates nearly a thousand teachers in the public schools of the

city, and more than a hundred thousand children whom they instruct. It thus elevates the common schools of the city in the public estimation, and in their real character, and renders it safe, reputable, and really desirable, to attend them, and elevates the office of teacher till it claims and receives the respect of a learned profession.

Other cities named, and still others not specified, have their High Schools, with a course of study less or more extended, and corresponding to the Free Academy of New York, which High Schools exert a reflex action upon the intermediate and primary schools of the system. The same principle applies to different grades of the school, in case of a single Graded School. But these Graded Schools, wherever they exist, are generally regarded as a single school, and not as several separate schools. They are all under one Board of Trustees, and whether in one or several buildings, scholars advance from one class to another, as though they were in a small school, and taught by one teacher.

We see from the foregoing exposition, that what is known in our statutes as a "Union School,"—but which might more befittingly be called a "Graded School," or a "System of Graded Schools," where the smaller children are taught in smaller separate buildings,—is neither more nor less than a Primary School, as the same may be organized in cities, villages, and the more densely settled portions of the country.

As stated in a former Report* of the undersigned, it is the office of the Primary School—and the principle applies to all Union or Graded Schools—to offer to all our youth, the best facilities that circumstances will admit of, for obtaining a good English education, such as is necessary to enable them to understand their rights, to enjoy their privileges, to discharge their duties, and properly to meet all

* In treating of Intermediate, or Academic Schools, page 16th of this volume.

their obligations, as citizens of a Free and Independent State. While the Education it aims to supply is an elementary one, merely, it should be symmetrical in its proportions, and as extended as circumstances will permit, its instructions being conducted, under a Constitutional requirement, in the English language.

In the country, where the sparseness of the population is such that it is impracticable to embrace more than from forty to sixty children, within the legal ages, in a school district, because of the amount of territory that would be required, and the distance to which children in the remote portions of the districts would be removed from the school house, the course of study cannot be so extended, nor can the classification of pupils be so perfect, as in cities, villages, and densely populated communities, where from three to five, eight, or fifteen hundred children may be embraced within the limits of a single district. But in both instances, alike, the first and the prominent object in arranging a course of study, must be, the fitting of youth who frequent these schools for the discharge of the duties of life, and not for admission to a higher grade of schools.

Still, our Union Schools, in many instances, have very properly, and almost from necessity, at times, undertaken the work of strictly preparatory schools. But this, from the nature of the case, must ever be a subordinate consideration, and not the first and leading object of the Union School. In accordance with this idea, many of our best Union Schools, arranging their course of study with reference to giving a symmetrical elementary education, have hitherto deemed it advisable to exclude studies essential for a school preparatory to entering upon the ordinary College course ; while they include, it may be, several studies that are embraced in the regular College course. Of this character are all of the Union Schools of the city of Detroit, and those of some of our other cities and villages.

Wherever the leading object of a Union School is satisfactorily attained, and there is occasion for preparatory instruction not otherwise furnished, it may properly be given in the Union School; *provided* it shall not interfere with the main object of its establishment, as heretofore stated. The best way, in such cases, would be, to establish two distinct courses of study: 1st. The regular and complete Union School course; and, 2d. The course preparatory to entering College. The object of the former course would be to provide a symmetrical elementary education; while the object of the latter would be to furnish a fragmentary course of itself, but one that should be preparatory to admission to a Higher Institution, in which might ultimately be completed a more extended and equally symmetrical course of study.

None of the systems of Graded Schools yet established in any of the villages or cities of the State embrace the true idea of the High School, as herein unfolded, and as represented by the Free Academy of the city of New York. The project has been agitated in Detroit; but, so far as I am advised, it has not yet been decided upon. In some of the other Union Schools of the State, the idea of the High School seems to have been more fully realized than in those of this city.

The foregoing, it is believed, will assist in obtaining the true idea of Union, or Graded Schools. I next proceed to give the results of some inquiries that have been instituted in relation to the condition and working of some of our Union Schools, that we may better understand their means of usefulness, and their claims for a more general introduction into the cities and villages of the State, and for a more complete developement where established. This done, I shall indicate some essential points of improvement, and especially in relation to warming and ventilating school-houses in such manner as the comfort and health of both teachers and pupils require.

In December last I sent out a Circular to officers of Union Schools throughout the State, indicating a désiré for more full and complete information in relation to the success and usefulness of those now in operation in the State; or, in case of *failure*, the cause thereof. This Circular asked for Reports that should embrace replies to twelve specific topics stated, with any information concerning the influence of Union Schools, or in any way affecting their desirableness, and their relative claims upon the regards of the communities in which they are located, when compared with the single district system.

The Circular sent out, with all the Reports communicated in reply, (excepting one or two containing only imperfect catechetical answers to a part only of the topics,) will appear among the accompanying documents of this report.

The concurrent testimony of these several Union School Reports, upon many questions of vital interest, is highly instructive; and all the more so, when we consider that each gives an individual experience, and that, as a general thing, they have been written by leading minds in the several communities they represent, without any opportunity for conferring with each other.

I here submit a few extracts from the reports, and I think I present nothing concerning which there is a disagreement among any of the reports received.

Prof. T. C. Abbot, the late Principal of the Ann Arbor Union School, in his report says, concerning the co-education of the sexes: "In the Intermediate and High Schools, the different sexes occupy different study rooms; but they meet at all general exercises, and so constantly for instruction in classes, that there is scarcely an hour when pupils of both sexes are not occupying every room. The advantages of the co-education of the sexes, which are too great to be sacrificed from regard to mere convenience, are thus secured; while on the other hand the ladies of the school

can receive from a Preceptress many a useful lesson, and consult her with a freedom which would otherwise be wanting."

The same excellent report contains this paragraph, in relation to the influence of the chaste and beautiful Union School House, which the people of Ann Arbor have recently erected at an expense to the city of more than \$28,000 00: "One of the most pleasing influences of the new school building itself, with its fine appearance and beautiful rooms, has been the interest, and I might say, affection, with which it and its schools have been regarded. Where the regard of the parent goes, and where honor is rendered by those that give a tone to public tastes and sentiments, there the children will be likely to acquire a subordination, manliness, and refinement of spirit, which will more than repay community for every expense it incurs."

The reports of other Union Schools, so far as they relate to these topics, contain similar statements. That from Coldwater, written by the Principal of the school, has this paragraph: "After considerable experience, I am of the opinion that the co-education of the sexes is decidedly preferable to their being educated separately. It is true that evils, serious evils, may attend this system, in individual cases; but under proper regulations and restraints I regard it as the best; and that the evils are the exception, not the rule."

Mr. Bishop, President of the Board of Education, in his report of the Union Schools of the city of Detroit, says: "So far as my experience and observation go, advantage results from the co-education of the sexes. I should never separate them in school, unless as a mere matter of convenience." And again: "Our schools are perfectly *free* to all, except so far as their crowded condition may render them otherwise."

In relation to the relative expense, and general desira-

bility of the Union School system, the same report says: "My own opinion is, that a system of education of the same quality of excellence in attainments, and for the same numbers, may be carried on under the Union System, as contradistinguished from the District system, at one quarter less in expense.

"Among other advantages that might be named, a well conducted Union School presents a system of popular education in a form far more attractive than any other, and as one consequence it goes far to form a favorable public opinion on the subject, where it is not already formed."

The author of the report from Dexter, who is the Director of the Union School, in extended and judicious remarks upon the subject, which will well repay a perusal, says: "I am of the opinion that the sexes should invariably receive their mental training together." This report concludes thus: "The influence of our school is most decidedly good upon our community. First, it has given the cause of education a decided impetus in our midst. Secondly, it has enhanced the value of our property. Thirdly, it has engendered a spirit of public enterprise among our citizens. And, lastly, the school building and grounds are an honor and an ornament to the village."

In a very candid and valuable report from the city of Flint, Mr. Travis, the Principal of the Union School, says: "Great advantages, in my opinion, result from the education of boys and girls in the same school, and seated in the same room; and I have never heard any disadvantages alluded to, that may not be wholly overcome, and most of them changed to great advantages, by *good buildings, spacious and handsome grounds, and well-qualified Teachers.*"

Of like import with the preceding are paragraphs in the report from Grand Rapids, and from other cities and villages not quoted, to which the reader is referred.

As a striking illustration of progress among the peo-

ple of this State in matters pertaining to Education, and especially in the Union School enterprise, I take pleasure in referring to the city of Monroe. When I removed to this State, fifteen years ago, there was not a dollar's worth of public school property in that city. The only public school that was for some time taught there, was "kept" in a room rented for a dollar a month, in a building that could have been rented for nothing else, and that could scarcely have been sold for ten dollars. There have since been erected in that city several separate primary school buildings, and now a beautiful Union School building is in process of erection, as appears from the Director's report, at a cost of about \$10,000 00.

The report from the village of Niles is not less encouraging. With advantages, or rather with a state of advancement, a few years since, hardly superior to that of Monroe, they have now, perhaps, the most beautiful Union School building and grounds in the State, completed at a cost of about \$30,000 00, in which there is a school in successful operation. In the report of Dr. Samuel Niles, the Director, to which I take pleasure in referring, he says: "Our experience has demonstrated that the people can be induced to tax themselves almost any sum, when they are shown that their children are to be benefitted: also, that almost any thing may be accomplished by untiring zeal and energy." The report further conveys this pleasing information to tax payers: "The value of property has so increased" in the village of Niles, since the erection of the Union School House, "*that each tax payer has made money by the investment!*"

The report from the city of Ypsilanti shows that although they have recently lost their commodious school buildings by fire, they are now erecting a new and spacious Union School House, at a cost of \$40,000 00, which, when completed, will probably be the most capacious, substantial, and valuable school edifice in the State.

For further information concerning these several schools, I must refer the reader to the reports from them respectively, hereto appended. Every report received at this Office, from a Union School, affords corroborative testimony of the advantages of Union, or Graded Schools, when properly established; though from some of them it is apparent that the true idea of a System of Graded Schools is not fully comprehended; and, when comprehended, not always fully realized. It is for this reason that I introduced this article relating to Union Schools with an attempt to elucidate their true nature, and to unfold the real advantages that might be expected to result from their establishment, and proper maintenance.

From the preceding discussion it is apparent that Union Schools are not a distinct order of schools, in our system, whose chief characteristic is that of preparatory schools. They are, rather, an outgrowth from, and an improved condition of, the Common, or Primary School, whose leading object, like its, is, to furnish as complete and symmetrical an education as practicable, having, like it, especial reference to the fitting of those who attend upon it for the discharge of the duties of citizenship.

The Union School, it should constantly be borne in mind, is a large and properly Graded School; or, in our larger villages and cities, that embrace an extended territory, and a large population, a *System of Graded Schools*, with primary schools for the smaller children in their respective neighborhoods, and with intermediate and high schools, or, at least, one central high school, in a separate building for the accommodation of the most advanced classes, and which shall constitute the culminating point of the entire system. Such a school, or system of schools, is what is meant by the term Union School, in this report, which term is here used simply because it is the one employed in our statutes, and not because of its fitness to express the idea signified.

The following are among the many advantages which well conducted Union Schools possess :

1. *They embrace a more extended and complete course of study than is otherwise practicable.* In them the principle of a division of labor is recognized. In this respect they resemble our colleges and seminaries of learning, in which each professor has his distinct department. When a teacher instructs in a few branches only, he can attain greater skill and aptness than when he has occasion to conduct eight or ten recitations every three hours. The course of instruction in these schools may also be more thorough than in our common or select schools, each pupil being required to sustain a satisfactory examination in every branch of study he pursues, before he is permitted to enter a higher class. This is very different from the course usually pursued in select and private schools. Children generally desire to advance rapidly. Parents, also, are commonly anxious to have them. Teachers, understanding this, and hence desirous of pleasing both children and parents, that they may continue their patronage, are frequently more solicitous to advance their scholars *rapidly* than *thoroughly*. This is a great error, and is productive of more mischief than most persons are aware of. We are the creatures of *habit*, and become accustomed to do things thoroughly or carelessly,—well or ill. The evil consequences of bad habits, who can estimate? The good, also, that results from the early formation of correct habits, so far from being confined to early childhood, only begins to discover itself at this period, and is not fully developed until late in life. "What is worth doing at all, is worth doing well," has become a proverb.

2. *This more extended and complete course of instruction is furnished at a cheaper rate than in other schools.* Each teacher, as a general rule, has larger classes, which he can instruct better than under the old single district arrangement.

The scholars, also, will be more stimulated, and will hence apply themselves more closely to their studies, and with better results, with large classes than with small ones. Moreover, a thousand children can be more economically accommodated in one ample and commodious house, tasteful in its arrangements, elevating in its influences, and the pride and ornament of a city or village, even at a cost of ten thousand dollars, than they can be by fifties, in twenty different houses. And the site of the one central building, even with four or five surrounding primaries, will cost much less than the twenty sites.

3. *Union Schools are adapted to the genius of our government*, while select schools and academies are aristocratic in their character and tendency. This is necessarily true, to some extent, of higher institutions generally, that are sustained at the personal charges of the individuals patronizing them, whether these higher schools be for males, or females, or for both sexes; for, as a general rule, all are excluded from attending upon such schools, except the children of the wealthy, and a portion of those in middling circumstances.

In a government like ours, the children of the rich and poor should mingle together from their childhood. In the primary school, and in a system of Graded Schools, they meet on terms of equality, where both alike depend upon personal application, and virtuous habits, for distinction and elevation. Such an association is mutually advantageous to the children of the rich and the poor. "*All men are created equal*," says the immortal Declaration of Independence. This is the fundamental doctrine of our State and confederate institutions. *It should be taught practically in the family and the school, as it must be practiced in after life.*

If, however, the children of the rich have access to the select school, while those of the poor are taught in the com-

mon school, a baneful distinction is created. The former look down upon the latter as their inferiors. They see not the necessity of so much study, and gradually contract habits of indolence and effeminacy. The intellectual and moral, as well as the physical man, sustains loss. At the same time, the latter look up to the former with envious emotions. They feel that injustice is done them. They either shrink under it, and relax their exertions, or resolve to rise above their imagined superiors, and as a means of doing so, redouble their efforts. In this case, the whole man is harmoniously developed. The physical and intellectual energies are strengthened and quickened. After two or three generations, at farthest, their posterity will have changed conditions. The history of the past corroborates the truth of these remarks. Instances might be cited, were it not invidious. This is the tendency of creating mischievous distinctions in youth. Educate the sons of the rich and poor together in the common school, and in Systems of Graded Schools, and they become permanent friends, and mutually assist each other through life; whereas the tendency of the condemned system would be, to make them natural enemies. But even since I commenced writing this part of my report, I have been informed that in at least one of our growing cities, some of the "better class" of persons have opposed the Union School organization, because they were unwilling to have "their children" mingle with the "children of poor persons," and thus encounter immoralities and corrupting influences. Such persons have to learn two things: 1st. That their children will mingle with the children of the poor, both in childhood, and after they are grown to years, and that the safest way, hence, is to *educate them all*; and, 2d. That they can *all* be better educated, intellectually, socially, and morally, in the improved Union School, than any part of them can be in separate schools, while the education of others in their midst is neglected.

The improved Union School, which our laws provide may be *free* to the child of poverty, is the only hope of many a youth, who, but for it, would grow to years in ignorance and crime; but who, through the influence of this noble charity, which the affluent cannot afford to withhold, will, in it, become intelligent and virtuous, and obtain the necessary qualifications to act well their parts as citizens of a Free and Independent State, in whose *Free Schools* they shall receive their education. And while the *children* of poverty are thus elevated in the scale of intellectual, social, and moral being, through *their* angel visits to their cheerless homes, their often debased and besotted *parents* will be reformed, and restored to society, clothed, and in their right minds, and thus become law-abiding subjects.

4. *Union Schools possess an important Normal characteristic.* It is impossible, in a State like ours, for one Normal School to instruct one-tenth part of our primary school teachers. The course of instruction in our Union Schools being more complete, thorough, and extended, than in ordinary select and preparatory schools, pupils attending them will be likely to receive a training that shall more thoroughly fit them to become teachers. And especially is this true, when we consider that they have passed through the improved primary grades of these schools, with constant opportunities of witnessing the methods of instruction therein pursued, which should be such as to constitute them *Model Schools*.

5. *Improved Union Schools admit of the best methods of discipline and government.* Select school teachers are apt to indulge their pupils to their serious injury, and they not unfrequently resort to questionable means to secure their good will; for they know that if the child is displeased, his parents usually are, and then the child may be withdrawn and sent to another school. Sometimes children are sent to half a dozen schools, from frivolous causes, in as many

months. The public school teacher is less under the influence of this temptation, and is not so apt to be moved by the freaks of indulgent parents, being generally sustained by his employers in the administration of wholesome discipline. And especially is this true, in well established Graded Schools, in which wise and prudent Principals, or Superintendents, are employed, with good associate teachers.

And it cannot be disguised that the manner in which children are governed, at home and in school, exerts a great influence upon their future weal or woe. If, when at home, they are imprudently indulged, and know not parental restraint, they will claim the same indulgence when sent to school. If they do not receive it, they are dissatisfied, and are perhaps sent to another and a more indulgent teacher. This makes the matter worse. They have been accustomed to disobey father and mother with impunity, and they are now encouraged to disobey their teacher. Soon they will be found throwing off all the restraints of society, and trampling under foot the laws of the land. Should they occasionally attend church, and listen to the reading of the Scriptures, and the counsels of the man of God, having been accustomed to disobey father and mother, the precepts of their teachers, and the laws of their country,—in short, having established the HABIT of *disobedience*,—they will disregard the authority of conscience, and heed not the monitions of Heaven. But if children are taught *obedience* at home and in the school, they will more readily yield to the claims of society, in compliance with the laws of the land. Having been accustomed to obedience,—having formed the HABIT of obeying those whose right it is to govern them,—they will be more apt to heed the voice of conscience, ponder the counsels of their spiritual teachers, and yield a ready and cheerful obedience to the sublime precepts of the Bible. What vast and far-reaching consequences, then, de-

pend upon the early training of children? and what wisdom and discretion are required to teach and govern them aright!

6. *Union Schools may perform the office of preparatory schools.* While the chief characteristic of the Union School is to furnish a thorough and symmetrical elementary education, as already stated, they may also as a subordinate office, serve as preparatory schools to the State University, and to the colleges of our country, as do academies and seminaries of learning. In this way pupils may receive their preparatory training while residing under the paternal roof, instead of being sent away from the genial influences of home, at a time when they need parental advice, sympathy, and direction.

7. *But are not Union Schools liable to fail?* A most rational question this; and one to which I give an unqualified affirmative reply. Under some circumstances they will most assuredly fail.

(1.) A good School House, although not always *essential*, is, nevertheless, ordinarily a prerequisite to success; for, how can we have a good school, without a good local habitation? And, (2.) A competent and well qualified Principal, or Superintendent, with good associate teachers, is indispensable to success. Without these pre-requisites, the larger the school, the more stupendous the failure that is inevitable. But fulfil these conditions, and let the citizens and officers of the district sustain their teachers, and cooperate with them, and success is as sure as in any enterprise of equal importance in which we can engage.

WARMING AND VENTILATION.

I shall conclude my remarks upon Union Schools, by offering some suggestions in relation to warming and ventilating school buildings, in which I shall incidentally treat of the necessity to health, of pure air for respiration, and especially during the periods of growth and study.

The comfort and health of human beings ought always to be regarded. And especially is this true of children, during the periods of growth and study. This requires, among other things, the maintenance of an equable temperature, during the cold and inclement seasons of the year ; and, so far as practicable, during the excessive heat of summer. It also requires that the vital qualities of the air remain unchanged, while maintaining this equable temperature, even during the rigors of a severe winter. These are conditions of health, as well as of comfort, which a regard for the latter would lead men generally to observe, but for the difficulties to be overcome.

The atmospheric air is composed, chiefly, of the two gases, *nitrogen* and *oxygen*, united in the ratio of four to one by volume, with exceedingly small and variable quantities of carbonic acid gas, and aqueous vapor. No other mixture of these, or of any other gases will sustain healthy respiration. Such are its constituents when taken into the lungs in the act of breathing. When expelled from them, however, its composition is found to be greatly changed. While the quantity of nitrogen remains nearly the same, eight and a half per cent. of the oxygen, or vital air, has disappeared, and been replaced by an equal amount of carbonic acid gas, which is an active poison. When this gas is mixed with atmospheric air in the ratio of one to four, it extinguishes animal life.

Without going into a minute calculation, which the author of this Report has elsewhere done,* he will here confine himself to the results of former computations, which are sufficient for the present purpose.

About thirty-six cubic inches of air enter the lungs at each inspiration, and respiration is repeated once every three seconds, or twenty times a minute. *Air once respired*

* See Mayhew's Report on the Schools of Michigan, 1848, 111th and following pages. Also, the 81st and following pages of Mayhew on the Means and Ends of Universal Education.

will neither support combustion NOR ANIMAL LIFE. In proportion as air once respired is mingled with the air of a room, the vital qualities of the whole are impaired, and it gradually becomes an active poison. By making a computation based upon the amount of air respired by one person in a given time, the number of children ordinarily attending school, and the size and capacity of the schoolhouses they occupy, it will be found that these schoolhouses are not ordinarily of sufficient capacity to furnish air enough for the respiration of their occupants three hours, or even for the *preservation of their lives for this length of time*, were it so arranged that they could breathe all the air once over, without entering upon its second respiration. But this is not the case. The air in a room is not all respired *once*, before a portion of it is breathed the second, or even the *third* and *fourth* time. The atmosphere is not, hence, suddenly changed from a healthful to an infectious state. Were it so, the change would be so perceptible as to be distinctly *felt*, and a *remedy* would hence be sought. But because the change is gradual, and insidious,—undermining the health of all persons, and especially of children, who, while engaged in study, imperatively require pure air as a condition of the healthy development of either body or mind,—it is not therefore the less fearful in its consequences. In a room occupied by *one hundred persons*, THE FIRST HOUR, *twenty-five hundred cubic feet of air* (which is equivalent to the contents of a room twenty feet square, and six and a fourth feet high) *impart their entire vitality to sustain animal life, and, mingling with the atmosphere of the room, proportionately deteriorate the whole mass*. Thus are abundantly sown in early life the fruitful seeds of disease, and premature death.

Nature has beneficently provided a remedy for these evils, while we dwell *in the open air*; for the carbonic acid which is exhaled from the lungs, by its increase of temper-

ature while in the lungs, is rendered specifically lighter than the surrounding atmosphere, and is hence borne up, and away, to become the food of plants, which, in turn, absorb this gas, and, retaining the carbon, and appropriating it to their own growth, throw off the oxygen, to mingle with the air, and thus again fit it for the respiration of animals. It is in this manner, by a beneficent provision of the Creator, that animals and plants are perpetually interchanging kindly offices.

But this is not our condition. By artificial arrangements we dwell quite too much *within doors*. By voluntarily thus incarcerating ourselves, we interrupt this beneficent provision of Nature, by which the animal and vegetable kingdoms mutually minister to each others health and well-being. It is true, by leaving doors open, and raising windows; or, what is better, by lowering windows from the top, we may, in part, facilitate these natural arrangements, while we dwell in houses, and especially during the warm season, when the evil would be least felt. But during cold weather, this arrangement, being incompatible with comfort, if not always with health, is generally disregarded.

We have, therefore, a new and a difficult problem to solve, which is, *how to maintain a comfortable and equable temperature, during the cold and inclement seasons of the year, without impairing the vital qualities of the atmosphere.*

Years ago, the large Open Fireplace was in common use. It had its advantages, and its disadvantages. So much heated air passed rapidly up the chimney, that it proved an efficient *ventilator*. But as a means of *warming*, it was less effectual; for the place made vacant by the rapid passage of heated air up the chimney, had to be supplied by cold air entering the doors, windows, and crevices around the room. Hence it might be said, without exaggeration, "while one side was scorching hot, the other was freezing cold." Certain it was, that when the heads of children

were in an atmosphere above blood heat, that about their feet was below the freezing point.

The Fireplace has generally been superceded, and especially in school houses, by the Close Stove, which, it was claimed, saved half of the wood. Stoves, likewise, have their advantages, as well as their disadvantages; for, if less warm air is uselessly carried up the chimney, and less cold air is hence admitted through the surrounding crevices to supply this loss, ventilation is at the same time less efficient than where Fireplaces are used.*

Hot Air Furnaces have recently been considerably employed, not only in dwelling houses, but more especially in Churches and in our larger Union School Houses. These, too, have their advantages, and their disadvantages. They leave the rooms warmed by them free from the care of a fire *in the rooms*, both as to noise and litter. They also serve as ventilators; for, when a room is full of air, it is evident no more air can be introduced, till that within is allowed to escape through ventilating tubes, or otherwise. While the heating process thus goes on, ventilation continues.

The great objection to furnaces consists in the manner of their construction. They have generally occupied a small brick enclosure in the basement. Cold air is introduced within this brick-work, and, immediately surrounding the often intensely hot furnace, has its vital qualities changed before it enters the apartments to be warmed. The oxygen of the air unites, to some extent, with the often red hot furnace with which it comes in contact, forming an oxide of iron, and thus the nitrogen is set free. The oxygen of the aqueous vapor in the atmosphere, in like manner combines with the intensely heated furnace, forming again oxide of iron, and setting the hydrogen of the

* For a good mode of ventilation, and of equalizing the temperature throughout the room, where the Close Stove is used, see Mayhew's Report of 1848, already referred to, pp. 136 to 140, and Means and Ends of Universal Education, pp. 392 to 398.

aqueous vapor free. In these and other ways the natural state of the atmosphere is disturbed, and its vital qualities are so impaired as to render it unfit for respiration.

It is in a manner analogous to the foregoing that stoves injure the vital qualities of the air, though not generally to such an extent as furnaces have usually done.

From the causes above stated, dry Hot Air Furnaces have of late frequently been discarded, and in some instances the Close Stove has been substituted. From the dedicatory address of the Bishop Union School House, of Detroit, recently completed, I see that, "both from the weight of authority and the lightness of their purse," the Board of Education for the city have adopted the "good old-fashioned way of warming with stoves," as the address says, "against the furnace system." This may be the better of the two methods of heating;—or, rather, the *worse* method of the two may be the one discarded. Certain it is that neither method of warming, is *good*.

The truth of these remarks, upon these two methods of heating, I think is fully realized by those who have given the most attention to the subject. We have seen, in many instances, in the eastern cities, as well as in the west, the dry heating air furnace discarded, and a return to the close stove. And we have seen, if not a disposition to return to the large open fireplace, at least a tendency to substitute the grate for the stove and furnace. But the grate possesses the same advantages, and is subject to the same objections, that have been mentioned as pertaining to the open fireplace, though neither exists to so great a degree. As an *active ventilator* it may advantageously be used in connection with the *ordinary furnace*.

But, it will be said, an imperfect method of heating is better than none; and, until we learn *how to maintain a comfortable and equable temperature, during the cold and inclement seasons of the year, without impairing the vital quali-*

ties of the atmosphere, we must retain our old methods, imperfect as they are.

Of late, Steam Heating Furnaces have been introduced, to some extent. These are of different kinds. The one hitherto most in use, traverses with pipes the apartments to be heated, through which pipes live steam is sent. The heating quality of these is good. The vital properties of the air remain unimpaired by this process. But these furnaces possess no ventilating power, and they are further objectionable, on account of their leaking, and the crackling noises the pipes emit, while heating and cooling, and with every variation of temperature.

I propose now to conclude these remarks, by noticing what I believe to be *the best method of warming and ventilation known to the civilized world*. It consists in the use of Perkins' Steam Heating Air Furnace. I will not here enter upon an extended description of this furnace, but will content myself by endeavoring to elucidate the principle upon which its excellent warming and ventilating power depends.

In the use of the Perkins Furnace *the air is warmed during its passage through pipes that are inserted in a chamber of steam*. These pipes are from one hundred and sixty to two hundred in number, depending upon the size of the building to be warmed, and should be about three inches in diameter, and not less than six feet in length. They thus possess, in the aggregate, a capacity about equal to that of a tube a yard in diameter. The pure cold air from without, is conveyed to a *sub* chamber *below* that in which the furnace, or stove is situated, and traverses these pipes that pass upward through the steam chamber,* to a *super* chamber above the steam chamber, from which super chamber the heated air is conveyed by pipes and registers, in the

*The steam employed is not under pressure, and is produced by keeping an open vessel on the stove, in the intermediate steam chamber. It is super-heated by the stove, and its chief office is, to equalize the temperature throughout the heating chamber. It also promotes the more rapid heating of the air employed for warming, in its passage through the pipes.

usual way, to the apartments to be warmed. These apartments should be furnished with ample ventilators leading upward, through the roof of the building, to the open air. Each room warmed should be furnished with two ventilating registers, both communicating with a ventilating tube, one near the ceiling, and the other near the floor. When a room is to be warmed, the heating register should be opened to introduce the warm air, and the *lower* ventilating register should be opened to allow the cold air to pass off, as the warm air enters and displaces, first, that in the upper part of the room, and afterward that below, till the entire room is brought to a uniform temperature. By leaving these two registers open, the room will be kept constantly warm, while an active ventilation will be kept up. The tops of these ventilating tubes should be furnished with caps, for the purpose of excluding storms, and to prevent a downward current which might otherwise interrupt the ventilation, in case of adverse winds.*

The intermediate steam heating chamber, of which I have spoken, is separated from both the *sub*, and *super* air chambers, by horizontal metallic plates; but these chambers are connected by the tubes already referred to, which traverse the steam chamber, by means of which the air is heated in its passage from the *sub* to the *super* chamber. The permeating, super-heated steam, surrounding these pipes, heats the air in its passage through them, to a comfortable and genial temperature, without affecting its vital quality, or in any way rendering it unfit for healthy respiration. Persons occupying buildings thus warmed and ventilated, may safely dwell *within doors*, amid the severity and inclemency incident to the winters of this latitude, with all the physical comfort, safety to health, and immunity

*Of the various caps in use, designed for Chimneys and Ventilators, the best with which I am acquainted is "Mayhew's Self-adjusting Smoke, Storm and Ventilating Chimney Cap," patented by Ira Mayhew, of Albion, Mich.

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from disease, that they would enjoy dwelling *out of doors* in tropical climes.

The expense necessarily attending this mode of heating, which is somewhat greater than that attending the introduction of the ordinary Furnace, will probably prevent its being generally introduced into small separate school buildings ; but it should be introduced into all of our new and improved Union School Houses, as it will generally be into Church Edifices, and Public Halls, in which the health and comfort of their occupants are more regarded than the expense of heating. And this, it is believed, will be less, exclusive of the cost of the Furnace itself, where this method of heating is adopted, than in any of the ordinary methods of warming.*

The excessive heat of our summers may be mitigated, as is commonly understood and practiced, by sprinkling floors. The water thus evaporating renders large quantities of caloric latent, which would otherwise be active, and by this means the temperature is reduced. In dwelling houses and school-rooms in which carpets are used, the same result may be reached by hanging wet cloths on lines arranged for that purpose. The evaporation from these cloths will produce the same effect upon the temperature that is secured by sprinkling the floors, and for the same reason.

Where the Furnace described is employed, the temperature of any room that becomes excessively heated in the winter, (should such an event occur,) may be reduced by opening the upper ventilator. Houses thus warmed may be thoroughly ventilated, summer or winter, in the same way. This arrangement will also mitigate the intensity of the summer heat.

* Such is my own confidence in its complete success, that I have ordered a Perkins Furnace for my dwelling house, in Albion, where I reside, to be put up before another winter.

PRIMARY SCHOOL STATISTICS.

By the reports received at this office for the school year ending the Saturday previous to the last Monday of September, 1857, (Abstracts of which are appended to this report,) five hundred and seventy-nine (579) townships, from forty-seven (47) counties, are represented. There were of organized school districts three thousand, seven hundred and forty-seven, (3,747,) in which there were two hundred and fifteen thousand, nine hundred and twenty-eight (215,928) resident children between the ages of four (4) and eighteen (18) years, two hundred and fourteen thousand, three hundred and twenty-seven (214,327) of which were residents of districts that were entitled to share in the proceeds of the Primary School Fund. Seventy-five (75) per cent of all the children reported, have attended school within the past year.

Schools taught by qualified teachers, (in districts that have sustained schools,) have been maintained five and seven-tenths (5.7) months during the year. Of the number of teachers employed, there have been, male, two thousand, one hundred and thirty-one, (2,131,) and female, four thousand, six hundred and five, (4,605,) at a cost in wages of four hundred and twenty-three thousand, one hundred and twenty-nine dollars and twenty-two cents, (\$423,129 22,) of which one hundred and twenty-one thousand, six hundred and fifty-one dollars and fourteen cents, (\$121,251 14,) was raised by rate bill.

The number of township libraries reported is four hundred and seventy-two, (472,) containing one hundred and sixty-eight thousand, one hundred seventy-nine (168,179) volumes, being on an average three hundred and fifty-six (356) volumes to each library. There appears to be one hundred and seven (107) townships without libraries.

There was apportioned at this office, to the several townships of the State, on the 11th day of June, 1857, the sum

of one hundred and seven thousand and ninety-two dollars and ninety-nine cents, (\$107,092 99) being the amount of the Primary School Interest Fund accruing for the year 1856, it being at the rate of fifty-three (53) cents to each scholar between the ages of four (4) and eighteen (18) years, as the same were reported for the preceding year.

There was in like manner apportioned on the 28th day of May, 1858, the sum of one hundred and seven thousand, three hundred and twenty-nine dollars, (\$107,329 00,) the same being at the rate of fifty (50) cents to each scholar within the legal ages, as they were reported for the year 1857.

The statistics for the years 1855, 1856 and 1857, will be found in the following table, together with a comparison of the year 1855 with 1857:

NOTES ON THE FOREGOING TABLE.

In consequence of supplementary corrections and changes in the reports, the statistics for the year 1855, differ slightly from those on pages 18 and 19.

The statement of the amounts of Primary School Money apportioned for the several years, refer to the apportionment on the *census* of each year, and not to the amount apportioned *in* that year. The amount in the column for 1855, was not apportioned till 1856, and so of each year.

Township Libraries in the State that number 700 Volumes, or over.

Townships.	In what Counties situated.	No. of volumes.
Battle Creek,	Calhoun,	1166
Marshall,	“	1066
Plymouth,	Wayne,	957
Southfield,	Oakland,	854
Marengo,	Calhoun,	772
Niles,	Berrien,	765
Albion,	Calhoun,	738
Redford,	Wayne,	729
Rome,	Lenawee,	725
Farmington,	Oakland,	717
Nankin,	Wayne,	715
Fredonia,	Calhoun,	701
Medina,	Lenawee,	700
Ash,	Monroe,	700
Bridgewater,	Washtenaw,	700

STATE TEACHERS' INSTITUTES.

In conformity with the provisions of law, a series of three State Teachers' Institutes was held in the spring of 1857. These commenced on the evenings of the days named below, and continued in session ten working days, severally, as follows:—At Dexter, Washtenaw county, commencing March 23d; at Albion, Calhoun county, commencing April 6th; and at Owosso, Shiawassee county, commencing April 13th.

A series of six State Teachers' Institutes was likewise held in the fall of 1857, at places as follows:—At Niles, Berrien county, commencing September 7th; at Jonesville, Hillsdale county, commencing September 14th; at Clarks-ton, Oakland county, commencing September 21st; at Allegan, Allegan county, commencing September 28th; at Ionia, Ionia county, commencing October 5th; and at Lansing, Ingham county, commencing October 19th.

The Superintendent undertook to attend, in person, all the Teachers' Institutes of the earlier series, as appears from his former report.* But this severe labor, which at times engaged his attention ten hours a day, for months together, rendering it necessary that such portions of his office labors as could not be overlaid, be performed while other men slept, was found to be more than he could satisfactorily accomplish, single handed. And while the Legislature, hitherto, has devolved, from time to time, new duties upon this Department, it has omitted to provide the means for the performance thereof. The Superintendent has hence been compelled to relinquish, in part, his personal attendance upon Institutes. As a consequence, some of the later series have been less successful than were those earlier attended, although the Superintendent has always employed the best teachers to take the charge of these Institutes, that, under the circumstances, he has been able to secure. He has hence concluded to appoint no Institutes hereafter which he shall not be able to attend in person. In conformity with this decision, and for other reasons, no Institutes were appointed, on the part of the State, for the spring of 1858; and whether there will be appointments for the autumn, remains yet to be decided.

The Superintendent feels constrained here to state what from motives of delicacy he has heretofore omitted to refer to. The statutes appropriate a sum, not exceeding \$200 00,

*See what is said under headings on pp. 5th and 13th of this volume.

for each Teachers' Institute held under the direction of the Superintendent, for the purpose of defraying the necessary expenses thereof. This sum is hardly sufficient adequately to remunerate a competent Board of Instruction, especially when we consider the large outlay for travelling expenses necessarily involved. Even while the undersigned personally conducted these Institutes, and directed all their arrangements, he was not always able to keep the expenses within the appropriation; for accounts not anticipated would occasionally be presented, for fuel and the care of rooms occupied; for lights for evening lectures we were solicited to give; for circulars and printing ordered by others, etc.; which accounts have been paid, though frequently from private means. And these unanticipated and irregular charges have often been multiplied and increased when the Institutes have been conducted by others.

Had not this matter been publicly referred to by others, without taking pains to acquaint themselves with the facts, I should have passed it here in silence.

WEBSTER'S UNABRIDGED DICTIONARY.

The provisions of law in relation to the furnishing of school districts with this work, have been complied with. The law, which was sent in due time to the directors of all the school districts of the State, provided that districts might raise a tax of four dollars for the purchase of said Dictionary, at their annual meetings in the year 1857, or 1858. It became the duty of the districts to notify the Supervisors of their townships of the amount voted for this purpose. It then became the duty of the Supervisors to notify this Department. On receiving such notice the Superintendent was authorized to purchase said Dictionary for the supply of such number of districts as had voted a tax of four dollars therefor, and given the notices aforesaid *provided* he could purchase them at not to exceed four dollars a copy, (which is 50 cents less than the usual whole-

sale price, and \$2 00 less than the established retail price.) The Superintendent completed negotiations with Messrs. G. & C. Merriam, of Springfield, Mass., the Publishers, for such number of copies of said work as should be required, at \$4 00 a copy. Two thousand copies of the Dictionary were forwarded to Detroit, during the months of January and February last, to supply orders that had been received, and were still coming in.* This order was made with the expectation that the State would assume the freights, but this the Board of Auditors declined doing.

That the districts might be in the early receipt of the Dictionaries, the Messrs. Merriam generously advanced the amount of the charges to Detroit, the same being \$325 83, which amount is subject to future adjustment. As the Publishers were the only party of whom the purchase could have been made, and as they reside in Springfield, it seemed to me, as it still does, that the State should meet the cost of transportation, and especially as there was no reference to the matter in the law authorizing the purchase.

During the last week in February, I shipped from Detroit to the County Clerks of the State, the number of copies that had been ordered by the Supervisors of the different townships of these counties, respectively, with instructions to the clerks in relations to their distribution. At this time, and in this manner, one thousand and eighty-seven (1087) copies of Webster's Unabridged Dictionary were sent out. They were sent by Rail Road, by Stage, and by Express, reference being had to safety, dispatch, and economy. The receipts on file in this office show that these Dictionaries were very generally received by the Clerks, at an early day, and in good condition.

* The Supervisors were required to make their orders for the Dictionary within thirty days from the date of their notification by the districts that a tax had been voted for that purpose; and the districts were required to give such notification immediately on voting the tax. The Supervisors' orders, which should have been received at this Office early in November, were many of them delayed till January and February, and some of them are still coming in.

On the 5th of June, 1858, I inclosed to the Messrs. G. & C. Merriam, of Springfield, Mass., the State Treasurer's draft for \$4,552 00, the same being the amount due them for eleven hundred and thirty-eight (1138) Dictionaries then delivered to parties that had raised the money to pay for them, under the provisions of law.

In some instances districts omitted to make the necessary certificate to the Supervisor of a tax voted for this purpose, and no money consequently was raised. In other cases the Supervisors omitted to notify this Department of the number of Dictionaries that had been certified to them, and for the payment for which they had levied the necessary tax. No Dictionaries were hence sent to meet such claims, as the Supervisors' orders had not reached this Department. Such omissions are being supplied, as the Supervisors' orders are received at this office, from day to day, and from week to week. Dictionaries are either furnished at this office, or orders are given on Messrs. Doughty, Straw & Co., of Detroit, with whom the Superintendent has Dictionaries on deposit, as the same shall best accommodate persons entitled to receive them.

JOURNAL OF EDUCATION.

By act No. 111, of the laws of 1857, the Superintendent of Public Instruction is authorized to subscribe for one copy of the Michigan Journal of Education, for each school district in the State, to be sent by mail to the directors of the said districts. Pursuant to the provision of the aforesaid act, the Superintendent subscribed, on behalf of the State, for a sufficient number of copies of said Journal to furnish one to the director of each school district in the State, for the year 1857. In a conversation with the publisher of said Journal, in the early part of last autumn, he indicated a desire to be advised of the discontinuance of the subscription on the part of the State, at an early day,

should it not be renewed for the year 1858. He was accordingly thus advised by letter, October 21st, 1857.

Among the reasons given in the letter to the publisher for its discontinuance, are the following: 1st. The publication of the Journal at a point remote from the Capital of the State, and the obstacles in the way of seeing proofs of articles furnished by this Department; a prominent object urged upon the Legislature at the time of the passage of the law, having been the advantages that would result to the State in the facilities thus afforded this Department in the use of its columns as a medium of official communication; 2d. The apparently insuperable obstacles in the way of securing the regular receipt of the Journal by perhaps the majority of the districts of the State, and its preservation and reading where received, and the inability, hence, of this Department to rely upon it as a means of official communication with local school officers; for it had become patent that in many townships and counties of the State, the Journal either remained in the Post Office, or when taken out by the township clerks was never received by the districts, and often not opened by the clerks themselves, as appears from the files of this office; and, 3d. The fact that the publisher had repeatedly stated, in public and in private, that the publication of the Journal was not remunerative, and especially so far as relates to the State subscription, but that he was pecuniarily a loser thereby. These, together with the pecuniary embarrassment which the State, as well as individuals, felt at that financial crisis, were among the reasons for the withdrawal of the State subscription from the Journal, which were communicated to the publisher at the time. Before taking action, however, the Superintendent consulted all of the principal State Officers in relation to the propriety of so doing, including the Executive and all of the members of the Board of State Auditors, who, with but one exception, advised the

course pursued ; and the person excepted, had not, as he said, the means of making up an opinion upon the subject.

MICHIGAN ASYLUMS.

I had hoped to be able to notice, in this place, pursuant to a suggestion contained in my last Report,* this noble State Charity; and more especially the Asylum for the Deaf and Dumb, and for the Blind, located at Flint, which has now been some time in successful operation. But my engagement with the printer will not allow me to do so here. For any information concerning the Michigan Asylums that I may be able to submit, I must therefore refer the reader to the Documents appended to this Report.

STATE PRISON, AND HOUSE OF CORRECTION.

I had also intended to notice, in this place, the State Prison, and the House of Correction for the Reformation of Juvenile Offenders; for both of these Institutions I regard as constituting an important feature among the Reformatory Agencies employed by the State Government, and one which should claim and receive the sympathies and counsels of the Department of Public Instruction. But I must in this place pass these, as I have done the Michigan Asylums, and with a like reference.

All of which is respectfully submitted.

IRA MAYHEW,

Superintendent of Public Instruction.

*See pp. 6 to 8 of this volume.

D O C U M E N T S
ACCOMPANYING THE
A N N U A L R E P O R T
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

SEVENTEENTH ANNUAL REPORT

OF THE

Board of Regents of the University of Michigan.

UNIVERSITY OF MICHIGAN, }
December 28th, 1855. }

HON. IRA MAYHEW, *Superintendent of Public Instruction:*

SIR: I have the honor to transmit the Seventeenth Annual Report of the Board of Regents of the University of Michigan, consisting of the following Documents:

I. Annual Report of the President of the University.

II. Annual Report of the Finance Committee, comprising,

A. Report of the Secretary, giving the annual statement of warrants drawn on the University Treasurer.

B. Report of the Superintendent of Grounds and Buildings, detailing the expenditures from the Contingent Fund.

C. Report of the University Treasurer.

D. Report of the State Treasurer.

E. Report of the State Land Commissioner.

F. List of University Lands selected and approved.

A. WINCHELL,

Secretary of the Board of Regents.

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FROM THE PHYSICS DEPARTMENT

[I.]

Report of the President of the University.

To the Honorable the Board of Regents of the University of Michigan :

GENTLEMEN :—The condition of the University since my last Report, rendered Oct. 21st, 1854, to the present time, will appear from the following statement :

I.—PROFESSORSHIPS AND PROFESSORS.

In the Department of Medicine no change has taken place, with the exception that Dr. Andrews, having accepted an appointment in the Rush Medical College of Chicago, the Chair of Comparative Anatomy is left vacant. The duties of Demonstrator of Human Anatomy, which he also discharged, have been assigned to Dr. C. P. Farmer.

In the Department of Science, Literature and the Arts, William G. Peck, U. S. Topographical Engineer, and for eight years Assistant Professor of Mathematics in the Military Academy at West Point, has been appointed Professor of Physics and Civil Engineering in the place of Professor Winchell, who has been transferred to the Professorship of Botany, Zoology and Geology.

Professor Frieze is now in Europe on leave of absence for the purpose of visiting the Universities, and of viewing those places and remains of antiquity so intimately connected with the History of Art. The duties of his Professorship have been discharged by Professor Johnson. In the Department of Natural History, Professor Johnson has appropriated part of his

salary in payment of Professor Braman's salary, and the remainder in making collections in Europe for illustrating the Latin classics.

Mr. Alfred Dubois, A. M., a graduate of the University, has, also, been appointed Assistant to the Professor of Chemistry.

II.—NUMBER OF STUDENTS.

In the Department of Medicine the number of students, during the Academical year of 1854-5, amounted to one hundred and thirty-three; of whom, twenty-two graduated as Doctors of Medicine.

In the Department of Science, Literature and the Arts, during the same year, the number of students amounted to one hundred and seventy-one; of whom, fifteen graduated as Bachelors of Arts, and two as Bachelors of Science.

Since the first of October, there have been admitted in the Department of Medicine 150.

In the Department of Science, Literature and the Arts, the number thus far admitted is 98.

In Analytical Chemistry the number of students during the season was 16.

The whole number of students to be reported at the present time, therefore, is as follows:

In the Department of Medicine,.....	150
“ “ Science, Literature and the Arts,	250
In Analytical Chemistry,.....	16
Total,.....	416

III.—COURSE OF INSTRUCTION & TEXT BOOKS.

I.—Department of Science, Literature and the Arts.

TERMS OF ADMISSION.

1. CLASSICAL COURSE. —No person will be admitted to this course unless he sustains a satisfactory examination in the following studies, namely: In English Grammar, Geography, Arithmetic, and Algebra through equations of the

first degree; in the Latin Grammar, McClintock's Exercises, or Arnold's First Latin Book, the whole of Cæsar's Commentaries, the whole of Cicero's Select Orations, thirty lessons in Arnold's Latin Prose Composition, and one book of the Æneid of Virgil, with special reference to the Prosody; in the Greek Grammar, the writing of Greek (with the accents,) and the Greek Reader, or some equivalent amount of classical Greek, and in Ancient Geography.

2. SCIENTIFIC COURSE.—The examination for admission to this course will be particularly rigid in the following studies, namely: English Grammar, Geography, Arithmetic, and Algebra, through equations of the first degree.

3. PARTIAL COURSE.—Those who do not desire to become candidates for a degree, may be admitted to any part of the Classical or Scientific Course, for such length of time as they may choose, in case they exhibit satisfactory evidence of such proficiency as will enable them to proceed advantageously with the studies of the class which they propose to enter.

No person shall become a candidate for admission to any of the above courses until he shall have completed his fourteenth year, nor without presenting satisfactory evidence of unexceptionable moral character.

II.—COURSE OF INSTRUCTION.—CLASSICAL COURSE.

First Year.

I. Algebra, Latin, Greek.

II. Algebra and Geometry, Latin, Greek.

Second Year.

I. Geometry and Trigonometry, Latin, Greek.

II. Trigonometry and Analytical Geometry, Latin and Greek, French.

Third Year.

I. French, Physics, Astronomy and Greek.

II. Greek and Latin, Chemistry and Mineralogy, Botany and Zoology, Rhetoric.

SCIENTIFIC COURSE.

First Year.

I. Algebra and Geometry, English Language and Literature.

II. Geometry, Trigonometry and Mensuration, English Language and Literature.

Second Year.

I. Descriptive and Analytical Geometry, Surveying, Levelling and Geodesy, History.

II. Calculus, Indus, and Topographical Drawing, Shades, Shadows and Perspective, French.

Third Year.

I. French, Mechanics, Astronomy.

II. Acoustics and Optics, Chemistry and Mineralogy, Botany and Zoology, Rhetoric.

Fourth Year.

FIRST SEMESTER.

I. Philosophy, Greek and Latin.

II. Philosophy.

ELECTIVE STUDIES.

I. Astronomy, Analyt. Chemistry, Zoology and Botany, German.

II. Spher. Astron. and use of Instr., Analyt. Chemistry, Zoology and Botany, German.

SECOND SEMESTER.

I. Philosophy, Geology.

II. Philosophy, Geology.

ELECTIVE STUDIES.

I. Astronomy, Applied Chemistry, German, Agricultural Science, Tech. of Mining.

II. Astronomy, Applied Chemistry, Analyses of Soils, Minerals, &c., German, Agricultural Science, Lect. on History.

SCHOOL OF ENGINEERING.

Strength of Materials.

Theory of Construction.

Stone Cutting.

Architecture.

Philosophy.

Railroad Engineering.

Theory of Road Construction.

Plan Drawing and Tinting in Colors.

Philosophy.

Motors and Machines.

Steam Engines and Locomotives.

Field Work, Laying out Roads.

Mining Surveys.

The above course of study in the Department of Science, Literature and the Arts, embraces the following subjects:

I.—LATIN LANGUAGE AND LITERATURE.

The studies of this department embrace a select series of the Latin Classics, accompanied by progressive exercises in the analysis and composition of the language, and a course of lectures on the antiquities, literature, and history of Rome.

The arrangement of authors and exercises in this course, is as follows:

First year: Livy; Terence, or Cicero de Senectute, et de Amicitia; Roman History, in lectures, to the Mithridatic Wars; exercises in Latin Composition.

Second year: Horace; Tacitus; Roman History to the Age of the Antonines; exercises in Latin Composition and Prosody.

Third year: Juvenal or Lucan; lectures on Roman Literature.

Fourth year: Selections from the Rhetorical Works of Cicero; lectures on the Roman Constitution; essays in Latin.

The following works are recommended for reading or reference: Zumpt's, and Andrews' and Stoddard's Latin Grammar; Schmidt's History of Rome; the historical works of Niebuhr, Arnold, and Neeren; Smith's Dictionary of Greek and Roman Antiquities; Putz's Manual of Ancient Geography and History; Anthon's or Smith's Classical Dictionary; Smith's Dictionary of Greek and Roman Biography and Mythology; and Butler's or Findlay's Ancient Atlas.

It is believed that the Latin course, thus arranged, will not only secure all the proficiency attainable, in the time allotted to Latin in the University, but also promote, to a considerable extent, the general knowledge, the mental discipline, and the literary taste of the student.

II.—GREEK LANGUAGE AND LITERATURE.

The instruction in this department extends through the first two years, with one semester in the third, and one semester in the fourth year.

The studies of the first year are Xenophon's *Anabasis*, and selections from *Thucydides*. A considerable portion of the time is also devoted to lessons in the Grammar, and to exercises in Greek Prose Composition.

In the second year, further selections from *Thucydides* are read, and also selections from *Homer's Iliad*. The exercises in Greek Prose Composition are continued, and English essays are required of the class on topics relating particularly to the authors which are studied, or in general to the age in which they lived.

The oration of Demosthenes on the Crown, (Champlin's 2d edition,) is studied in the third year. Essays are required of the class, and lectures are delivered by the instructor, on subjects connected with the age of the Athenian orators.

In the fourth year, Plato's *Apology of Socrates*, and selections from the *Memorabilia of Xenophon*, are read in connection with a more general study of the Grecian Philosophy.

The limited amount of time allowed to the study of the Greek language and literature in the Collegiate course, renders it impossible to do anything more than to make a beginning. That this beginning should be a good one—should lay a foundation on which it may be possible to build hereafter—is the principle object aimed at. Particular attention is paid, therefore, in the first year to the forms and structure of the language itself: afterwards, while the principles of interpretation continue to be carefully studied, as much attention as possible is given also to the history of the Greeks, and of their literature.

The course is not always limited to the before-mentioned authors, but may be varied in the different years.

The following works are particularly recommended as books of reference: Kuhner's *Greek Grammar*; Liddell & Scott's *Greek-English Lexicon*; Smith's *Dictionary of Antiquities*; Smith's *Dictionary of Biography and Mythology*; Findlay's or Butler's *Ancient Atlas*; Kiepert's *Atlas von Hellas*; Becker's *Charicles*, and Grote's and Thirwall's *History of Greece*.

III.—MODERN LANGUAGES AND LITERATURE.

The course of instruction in this department occupies one daily recitation during four terms, or two years. One-half of the time is devoted to the French language, and the other half to the German, the latter being an optional study.

THE FRENCH LANGUAGE.

The instruction begins with the second semester of the second year, and closes with the first semester of the third year.

First Semester—Fasquelle's French Method—oral and written exercises in translating from French into English, and from English into French. Fasquelle's Colloquial French Reader.

Second Semester—Oral and written exercises on the Grammar and idioms of the language. Napoleon, (Fasquelle's edition,) with colloquial exercises.

THE GERMAN LANGUAGE.

The instruction continues through the fourth year.

First Semester—Grammar, oral and written exercises in translating from English into German, and from German into English.

Second Semester—Grammar continued, oral and written exercises on the idioms of the languages. Schiller—Wilhelm Tell.

IV.—MATHEMATICS.

The studies in the Classical Department embrace the following subjects, viz:

1. Algebra.
2. Plane and Solid Geometry.
3. Plane and Spherical Trigonometry.
4. Analytical Geometry.

And are pursued in the following order, viz:

First Year.

First Semester—Algebra, Davies' Bourdon.

Second Semester—Algebra completed, Geometry, Davies' Legendre.

Second Year.

First Semester—Geometry completed, Trigonometry—Davies'.

Second Semester—Trigonometry completed, Analytical Geometry and Calculus—Loomis.

V.—SCHOOL OF ENGINEERING.

The complete course required for the degree of Civil Engineer (C. E.) embraces the following branches :

1. Mathematics, including Algebra ; Geometry, Trigonometry and Mensuration, Analytical Geometry, Calculus.

2. Graphics, including Descriptive Geometry with its application to Shades, Shadows, Perspective and Stone Cutting, together with Geometrical and Spherical Projections; Drawing in Plan and Elevation, Topographical Drawing, Tinting in Colors.

3. Physics, including Mechanics; Acoustics, Optics, Heat, Electricity and Magnetism.

4. Natural Science, including Chemistry ; Mineralogy, Geology, Meteorology.

5. Elements of Astronomy.

6. Language, including English Language and Literature; either French Language and Literature, or German Language and Literature ; Rhetoric.

7. Philosophy, including Logic ; Mental and Moral Science.

8. Engineering, including Plane, Geodesic, Railroad and Mining Surveying ; Levelling ; Nature and strength of Materials ; Theory of Construction ; Architecture ; Mechanics, *particularly* the Steam Engine and Locomotive ; Motors, *particularly* Steam and Water.

The entire course as above laid down can be accomplished by the industrious student in four years, but a longer time may be occupied upon it with advantage and profit. The studies pursued for the first three years of this course are identical with those of the corresponding course for the degree of Bachelor of Science, and are pursued in the same classes. This portion of the course embraces all of the branches laid down under the first six headings, together with Plane Surveying, Geodesy and Leveling. The fourth year embraces the remaining portion.

Students desirous of perfecting themselves in any particular branch of Engineering, will be permitted to enter upon any study of the regular course for which they may be prepared, but such students will not receive the degree of Civil Engineer.

METHODS OF INSTRUCTION.

Instruction is given in the Lecture room by recitations, with illustrations at the blackboard, and by Lecture. The use of instruments and the practical duties of the Engineer will be illustrated by an extensive course of field operations. In drawing, besides copying the exercises given in the text books, students will be required to make plots of actual surveys, plans and elevations of buildings and machines from actual measurement, and will be expected from time to time to produce original designs of proposed structures.

Text Books.

The following text books are now used in the department of Mathematics, Graphics, Physics and Engineering.

I.—MATHEMATICS.

Davies' Bourdon, Legendre, Analytical Geometry and Calculus.

II.—GRAPHICS.

Davies' Descriptive Geometry, Shades, Shadows and Perspective; Mahan's Industrial Drawing; R. S. Smith's Manual of Topographical Drawing; Lectures.

III.—PHYSICS.

Bartlett's Mechanics, Acoustics and Optics.

IV.—CIVIL ENGINEERING.

Davies' Surveying; Mahan's Civil Engineering; Gillespie's Roads and Railroads; Neucke's Field Book; Lectures.

BOOKS OF REFERENCE.

The following are indicated as useful books of reference:

In the Higher Mathematics—

Church, Analytical Geometry.

Church, Differential Integral Calculus.

Courtenary; Calculus.

Pierce, Curves and Functions.

In Physics—

Poisson, Traite de Mecanique.

Duhamel, Cours de Mecanique.

Wiesbach, Mechanics of Machines.

Poncelet, Mecanique Industrielle.

Whewell, Statics and Dynamics.

Brewster, Optics.

Lardner, Natural Philosophy.

In Civil Engineering—

Mosely, Engineering and Architecture.

Wiesbach, Mechanics of Machines and Engineering.

Naupt, Bridge Construction.

Pambour, Steam Engine.

Bourne, Treatise on the Steam Engine by the Artizan Club.

Weale, Treatise on Bridges by Nann and others.

Also the various publications and reports of the Superintendent of the Coast Survey, and of the United States Corps of Engineers and Topographical Engineers.

VI.—ASTRONOMY.

There will be two courses of instruction: one elementary for the undergraduate students; and another for students of a higher grade, who, together with the Science of Astronomy, will be taught the use of the Instruments in the Observatory.

VII.—RHETORIC AND ENGLISH LITERATURE.

During the whole of the first year, the members of the

Scientific Department devote one-half of their time to the study of the English Language and Literature. The object of this plan is to secure an examination of the principles of our native tongue, as thorough and exact as that which is necessary for the mastery of a foreign language. The survey of our general Literature is necessarily cursory, and is designed chiefly to establish fundamental principles of criticism, and to cultivate correctness and propriety of style.

All the members of the Junior class, in both departments, have a daily study in Rhetoric during the second semester of the year, in which a good text book is examined, and a course of lectures given by the Professor, and original compositions are presented by the students every week for criticism.

Declamations are required regularly through the last three years; and during the last two years, the pieces spoken are original, and previously presented to the Professor, for criticism.

VIII.—HISTORY.

It will be seen, by reference to the Course of Study, that the students in the Scientific Course study General History one-half of the second year.

During the second semester a course of lectures will be given on the Philosophy of History, which may be attended by the Seniors in both departments.

IX.—GEOLOGY, ZOOLOGY AND BOTANY.

In this department, three courses of lectures are given to the undergraduate students:

1. A course of semi-weekly lectures on Botany during the second semester of the Junior year.

2. A course of lectures on Zoology during the first semester of the Senior year.

3. A course of lectures on Geology during the second semester of the Senior year.

The plan of instruction will embrace the general and comparative organization of plants and animals as the basis of their systematic classification; vegetable and animal physiology, comprising the sources and modes of nutrition of plants and animals, and their various modes of development and dissemination; also an outline of their geographical distribution and economical history. The instruction will be concluded by a pretty full course of lectures on theoretical and practical Geology, amply illustrated by maps, charts, models and drawings, and by an extensive collection of fossils and rock specimens from the palæozoic formation of Michigan and other districts, and from the cretaceous and tertiary formations of the Southern States. In the entire course of instruction continual reference will be had to the agricultural and other economical relations of these sciences.

Besides the instructions of the lecture room, the Professor will afford facilities to those who desire them for the more careful and minute examination and study of objects, the determination of species, and the identification of formations. Short excursions will also be undertaken in term time, and longer ones in vacation, for the purpose of bringing students into actual and direct communication with nature.

Text Books and Works for Reading and Reference—

Gray's Botanical Text Book.

Wood's Class Book of Botany.

Schleiden's Principles of Botany.

Jussieu's Cours Elementaire de Botanique.

Milne Edwards' Cours Elementaire de Zoologie.

Agassiz and Gould's Zoology.

Hitchcock's Elementary Geology.

Lyell's Elementary Geology.

“ Principles of Geology.

“ Travels in North America.

Guyot's Earth and Man.

Geological Reports published by the different States.

X.—CHEMISTRY AND MINERALOGY.

The instruction in Chemistry will be embraced in a course of lectures to the Medical Class during the first semester, and the Junior class during the second, on Elementary Chemistry. The institution being well supplied with apparatus, these lectures will be fully illustrated by experiments. Adopting a chemical classification of minerals, the science of mineralogy will be treated in connection with that of chemistry. They will also be attended by thorough reviews and examinations.

During the first semester of the senior year, students more advanced in the science will be admitted into the Analytical Laboratory, and furnished with all the necessary material and apparatus, will conduct with their own hands, under the direction and supervision of the professor, a systematic course of qualitative and quantitative analysis. The object of this course will be two-fold, viz :

First. To make the student familiar by actual practice with the principles and laws of the science, as well as the properties of the various elements and compounds, and their relations to each other.

Second. To exercise the student in chemical manipulation, and enable him to perform analytical investigations.

During the second semester particular attention will be given to special investigations in chemical technology, among which will be embraced :

Soil analysis and the manufacture of manures.

Analysis of mineral waters and blow-pipe examinations.

Alkalimetry and acidimetry.

The preparation and purification of chemicals.

Toxicological investigations.

This course is designed to embrace the general applications of the science to agriculture, the arts and manufac-

tures, and medicine, and in short to make thorough practical chemists.

BOOKS OF REFERENCE.

Turner's Chemistry.

Regnault's Chemistry.

Will's Analysis.

Fresenius' Quantative Analysis.

II.—INTELLECTUAL AND MORAL PHILOSOPHY.

This study is conducted by the use of text books, accompanied with lectures. Essays on subjects connected with the course are read by the students and criticised by the Professor. One is read at each recitation. Reference is made to the standard works of ancient and modern writers on Philosophy.

A complete development of this branch of knowledge must necessarily be reserved for the University course.

III.—DEGREES.

The degree of Bachelor of Arts, in accordance with general usage, will be conferred on students who complete the classical course and pass the examinations in the same.

The degree of Bachelor of Science will be conferred on students who complete the scientific course and pass the examinations in the same. This title, borrowed from the French College, has already been introduced into the Lawrence scientific school of Harvard, and into the University of Rochester, to mark the graduation of a similar class of students.

The degree of Master of Arts will not be conferred in course upon graduates of three years standing, but only upon such graduates as have pursued professional or general scientific studies during that period. The candidate for the degree must pass an examination before one of the Faculties. He must also read a thesis before the Faculties of the University at the time of taking the degree.

II.—Department of Medicine and Surgery.

I.—TERMS OF ADMISSION.

Each candidate for admission to the Medical College must be provided with satisfactory evidence of good moral character, and, if a candidate for graduation, also of such literary attainments as have been recommended by the National Medical Association, viz: "A good English Education, the knowledge of Natural Philosophy, the Elementary Mathematical Sciences, and such an acquaintance with the Ancient Languages as will enable the student to appreciate the technical language of medicine, and read and write prescriptions.

Students are expected to be in attendance upon *the first day of the term*, as the regular course of instruction will commence upon and continue from that day, and, by the rules adopted, certificates are issued only for the period of actual attendance.

II.—COURSE OF INSTRUCTION.

The Annual Session commences upon the first day of October, and continues until the last Thursday in March.

The instruction is given by four lectures daily, accompanied with thorough examinations on the subject of the previous lectures. Of the candidates for graduation, frequent written exercises are required on medical topics.

A society for the cultivation of medical literature is maintained by the students, which offers its advantages to all who wish to avail themselves of this mode of improvement. It confers an honorary degree upon its graduate members.

III.—DEGREES.

Each candidate for graduation must so announce himself at the commencement of his second course, and must at that time undergo a preliminary examination in Anatomy, Physiology, Materia Medica and Chemistry.

To be admitted to the degree of Doctor of Medicine, the

student must exhibit evidence of having pursued the study of Medicine and Surgery for the term of three years with some respectable practitioner of medicine, (including lecture terms;) must have attended two full courses of lectures, the last of which must have been in the College of Medicine and Surgery of the University of Michigan, and the previous one in this or in some other respectable medical institution; must have been engaged in the study of Practical Anatomy; must be twenty-one years of age; must have submitted to the Faculty a thesis composed and written by himself on some medical topic, and have passed an examination at the close of the term satisfactory to the Faculty.

To encourage a higher grade of preliminary acquirement, an allowance of one year from the term of study is made in favor of graduates of the College of Arts and Sciences in this University, or in other respectable literary colleges.

Four years of *reputable* practice is received in lieu of one course of lectures.

The theses of successful candidates are to be preserved among the archives of the College. The theses of rejected applicants are returned.

The Faculty select one or more theses to be read at the Annual Commencement, and also, in accordance with a resolution of the Board of Regents, a thesis for publication by the Superintendent of Public Instruction.

IV.—GENERAL OBSERVATIONS.

The University of Michigan has aimed to elevate the standard of medical attainments, as will appear upon consulting the requirements for a medical degree. Should the student enter upon the course with an inadequate preparation, still he cannot be admitted as a candidate for the degree of M. D., nor hope to pass the required examination without subjecting himself to severe study, and supplying many early deficiencies. The Medical Faculty, in common

with all the enlightened members of the profession, desire, earnestly, that a rule might prevail in our country like that which prevails in the Universities of Prussia, by which a liberal education should be made the necessary introduction to professional study. The sciolist easily runs into the empiric, but he who has obtained a thorough scientific discipline, knows how to discriminate between visionary conjectures and established truths.

In pursuance of this prime object, several modifications of the prevailing system of medical teaching have been suggested; among which may be specified: the extension of the lecture term; thorough daily examinations upon the topics discussed; cultivation of the power of communicating medical facts and principles, by frequent essays upon medical topics; frequent examinations in review; and adequate proof of high proficiency prior to granting the honors of the institution.

V.—MEANS OF ILLUSTRATION.

By a special appropriation for this purpose, the several Departments are enabled to illustrate fully the various topics embraced in the course; by means of plates, models, specimens in healthy and morbid anatomy, the microscope, and a large and well selected chemical apparatus.

The fund accruing from the matriculation fees is devoted to the increase of means of illustration. The Faculty will also make free use of their extensive private collections.

Large additions to the museum have been made since the former Announcement, both by purchase and otherwise.

The large and rapidly increasing population of the city and adjacent country, renders it probable that numerous opportunities, will, as heretofore, be afforded to students to observe practical exemplifications of Surgical and General Practice. During the previous terms many patients

have availed themselves of the privileges thus gratuitously furnished, and a variety of capital and minor operations were performed in view of the Class.

The Faculty, however, do not deem it necessary to conceal their sincere opinion that beyond observation of the cases incidentally presented, it is *impracticable* as a matter of fact, and experience, for students during the term of medical lectures, to be otherwise profitably engaged than in careful study and review of the subject matter of the same. To derive advantage from observation of howsoever many objects of clinical study, familiarity with the topics of the lecture room should, most unquestionably, be constantly premised. This is not the place, neither will the ordinary limits of an Announcement permit here the discussion of this most important point in medical education, yet the idea advanced is one which will sustain scrutiny and repel attack.

As noted in the previous Announcement, Clinical instruction, it is believed, is far better imparted in the walks of private practice, especially in that section of the country where the student intends to locate himself, than can be done even in the best regulated hospital. The hasty walk through the wards of a hospital, (necessarily *hasty* if entered upon at all during the lecture term,) furnishes at best but a sorry substitute for the close and accurate study of cases as they occur in the professional round of the private practitioner. In the latter instance, moreover, the student acquires experience in precisely that kind of practice which he is himself soon to assume. "The great principles of the science," it is admitted, "are the same everywhere," but that discrimination which is indispensable in their application to disease peculiar to certain portions of the country, can only be acquired by personal observation and cautious inspection. This proposition we believe to be as well founded as the distinction between experience and inexperience.

rience. It is therefore recommended to all students, during their pupilage and the intervals of the lecture terms, to associate themselves with well educated physicians, where they can have the advantage of seeing extensive practice, as well as receiving scientific instruction. To facilitate this object, the lecture season has been so arranged that the season of the year when sickness most prevails in the West, can be devoted to this end.

Arrangements have been made by which an ample supply of *material* for the purposes of practical Anatomy has been secured, and special attention will be devoted to render this important study as advantageous as possible to the student. The experience of previous sessions has shown that the *material* for the department can be furnished as abundantly and at as low rates as at other institutions of the kind, notwithstanding reports to the contrary have been put afloat by those interested in the success of other schools.

In the department of Chemistry, remarkable facilities will hereafter be afforded students to become versed in the practical details of toxicological and other analyses, in which the Professor of Chemistry is very frequently engaged. At very considerable private cost, he has imported from Europe apparatus particularly adapted to facilitate this subject. The attention of the Profession is especially invited to the advantages thus presented.

The University Library; the Cabinet of Minerals of the University, containing nearly 5,000 specimens, and a complete suite illustrative of the geology of Michigan, as also the Museum of Natural History, will at all times be accessible to members of the Medical Class.

VI.—CONTRIBUTIONS TO THE MUSEUM.

The following contributions to the Museum by donation and deposit have been made during the year, for which the thanks of the Faculty are tendered :

From Dr. Carr,.....	76 preparations.
Schieffelin & Co.,.....	220 specimens Mat. Med.
Tilden & Co.,.....	40 " " "
Tieman & Co.,.....	31 Surg. & Obstet. Insts.
Dr. J. H. Beech,.....	12 preparations.
" Wm. Brodie,.....	5 "
" O. W. Rice,.....	3 "
" E. D. Cone,.....	1 preparation.
Smith, Southard & E. R. Ellis,....	1 "
Dr. Hurd,.....	1 "
Prof. Gunn,.....	5 preparations.
Prof. Denton,.....	6 "
Prof. Douglass,.....	3 "
Prof. Sager,.....	10 "
Prof. Palmer,.....	8 "
Prof. Pitcher,.....	14 "
Prof. Andrews,.....	25 "
Prof. Ford,.....	500 "

The College has also purchased about 350 samples of pure chemicals, imported from Europe and elegantly put up for specimens; also separate sets of apparatus for the use of each student engaged in the Analytical Course. One hundred and twenty colored Botanical Plates have also been procured and framed, to illustrate the course in *Materia Medica*; so that the Museum, during the year, has been increased by over fourteen hundred specimens.

VII.—SUMMER COURSE OF PRACTICAL AND ANALYTICAL CHEMISTRY.

A summer chemical course has now been established for those who wish to be instructed in practical analysis and chemical manipulation. The University furnishes all the apparatus, and the students are charged with only the actual cost of the chemicals consumed in the operations. Each student in this course goes through a series of analyses with his own hands, under the eye of the Professor, and is ena-

bled to acquire both the skill and the knowledge required of a practical chemist.

This Course commences the first week in April.

III.—University Course.

This Course is designed for those who have taken the degree of Bachelor of Arts or the degree of Bachelor of Sciences, and for those generally who, by previous study, have attained a preparation and discipline to qualify them for pursuing it.

The Course will be conducted exclusively by lectures. Besides attending these, the student will have full opportunity of availing himself of the library and all other means that can aid him in literary cultivation and scientific researches.

This course, when completely furnished with able professors and the material of learning, will correspond to that pursued in the Universities of France and Germany.

The following scheme will present, in general, the subjects proper to such a course :

- I. Systematic Philosophy.
- II. History of Philosophy.
- III. History and Political Economy.
- IV. Logic.
- V. Ethics and Evidences of Christianity.
- VI. The Laws of Nature—The Laws of Nations—Constitutional Law.
- VII. The higher Mathematics.
- VIII. Astronomy.
- IX. General Physics.
- X. Chemistry.
- XI. Natural History.
- XII. Philology.
- XIII. Greek Language and Literature.
- XIV. Latin Language and Literature.
- XV. Oriental Languages.

- XVI. English Language and Literature.
- XVII. Modern Literature.
- XVIII. Rhetoric and Criticism.
- XIX. The History of the Fine Arts.
- XX. The Arts of Design.

IV.—The Library.

The Regents at present appropriate twelve hundred dollars a year for printing catalogues, &c., for periodicals and books.

This sum, although all that the University fund admits of being appropriated to this object, is quite inadequate to the wants of the Library. We have now only about 6,000 volumes. We ought to have at least 20,000 volumes as a basis. After this, an annual appropriation of two thousand dollars would enable us to advance and maintain our rank beside sister institutions.

V.—The Observatory.

This is now complete. The Transit Circle has been furnished with two collimators during the past year.

The great Equatorial Telescope, of thirteen inch aperture, bids fair to realize all our anticipations.

In reviewing the progress of the University of Michigan, no true friend of education can fail to experience a high degree of gratification. It has already reached a noble development, and its promises for the future are of a most cheering character.

In conclusion, I would call attention particularly to three things: the features of the course of study we have adopted, and are laboring to perfect; the popular character of the institution; and what remains to be done for the completion of our undertaking.

I.—THE FEATURES OF THE COURSE OF STUDY.

In the Medical Department, all the important professorships which the usage of the most eminent schools of medicine, at home and abroad, has developed and sanctioned, are established. They are also all filled, with the exception of the professorship of Comparative Anatomy.

The course of study exceeds by one-third the course usually adopted in our country; the subjects are arranged in a logical order and the efforts of the professors are unceasing to lead their students to a most thorough study of the important subjects comprised in the range of medical science.

In the Department of Science, Literature and the Arts, there exists now three prescribed courses of study :

1. The Classical, in which students are graduated as Bachelors of Arts.

2. The Scientific, in which students are graduated as Bachelors of Science.

3. The Course of Civil Engineering, in which students will receive the diplomas of Civil Engineer.

In addition to the above, elective studies are introduced, so that students, after having completed any one of the courses for graduation, can proceed, not only to one or both of the others, to study the branches which peculiarly belong to them; but can, also, select particular sciences as subjects of prolonged study, extending through two, three, or more years, according to the nature of the science selected, or the degree of perfection at which they aim.

The old idea of crowding all science and literature into four arbitrary years, is thus abrogated.

Courses of four years' study are, indeed, still prescribed, since the state of our preparatory school does not admit of an entire revolution at once; but the amount of study allotted to each is only what experience has decided to be practicable within that period. But if any student fail in

the stated examinations, he will be required to fall back to a lower class, and to pursue his studies as much longer as his case requires.

II.—THE POPULAR CHARACTER OF THE UNIVERSITY.

By this we mean its adaptation to the people at large.

It is a prevailing opinion that the Common School is the most popular of all our institutions of learning. This would be true, did the Common School meet all the educational wants of the people, and were it the only one open to them. But it certainly cannot be true, merely, because the Common School is the *lowest* grade of education, unless we adopt the monstrous principle that the people are entitled only to the lowest grade.

All civilized countries, and especially those which have popular forms of government—where the people have alike the sovereign power, and are alike eligible to civil offices—require a great number of highly educated men. Indeed, the more widely the higher degrees of education are diffused, the better. But, where the high institutions of learning are so constituted as to be accessible only to the rich, and to privileged classes, they cannot be popular institutions.

Now the University of Michigan is popular, in the strictest sense, whether we consider its courses of study, or the fact that it is freely opened to all the people, without distinction. If any wish to give their sons a classical education, with a view of introducing them into the learned professions, they find here the requisite course of study.

If any wish to give their sons a purely scientific education, or to introduce them to branches connected with the mechanic arts, with manufactures, with commerce, with agriculture, or with civil engineering, the requisite courses are all here provided.

The University thus meets the wants of the people, in all the higher degrees of education.

In the next place, the University having been endowed by the General Government, affords education without money, and without price. There is no young man so poor, that industry, diligence, and perseverance will not enable him to get an education here.

The present condition of the University confirms this view of its character. While the sons of the rich, and of men of more or less property; and, in larger proportion, the sons of substantial farmers, mechanics, and merchants, are educated here; there is also a very considerable number of young men dependent entirely upon their own exertions—young men who, accustomed to labor on the farm, or in the mechanic's shop, have become smitten with the love of knowledge, and are manfully working their way through to a liberal education, by appropriating a portion of their time to the field or the workshop.

I could mention many noble instances of this kind. Some of our best scholars, and who give the fairest promise of taking a high position in after life, belong to this class.

III.—WHAT REMAINS TO BE DONE FOR THE COMPLETION OF OUR UNDERTAKING.

There are three particulars mainly essential to constitute a University: thoroughly qualified professors, books, and apparatus; including under the last whatever is necessary for illustrating any branch of knowledge.

At present we require another professor of Mathematics and Physical Science to be associated with Professor Peck in the Scientific Department. That Department will impose upon two professors three hours instruction a day throughout the year.

In developing the course of Analytical Chemistry, Professor Douglas will also require a permanent assistant.

The only principle that can be laid down with respect to the appointment of instructors is, that they must be multiplied according to the obvious wants of the Institution.

A certain amount of books and apparatus is absolutely necessary to a University. It must be confessed that our absolute necessities are not yet met in this respect.

In respect to building, the true principle is to build as little as possible. In accordance with this principle we have not yet commenced the erection of a Chapel. The new Union School House of Ann Arbor will furnish a room more suitable for Commencement occasions than any we have hitherto occupied. A Chapel is desirable, but our more pressing wants of professors, books and apparatus, have led us to dispense with it still longer. It will be necessary, however, to erect a Chemical Laboratory for the Analytical Course. Such a building will probably cost from two to three thousand dollars.

The above will be sufficient to indicate our wants immediate and prospective.

The fund provided by the General Government has enabled us to do much. We have at least laid a noble foundation. The State alone can enable us to complete the plan, and we cannot but feel strong confidence that its aid will not be wanting.

HENRY P. TAPPAN,

President of the Board of Regents.

University of Michigan, Dec. 18, 1855.

[II.]

REPORT OF THE FINANCE COMMITTEE.

The Committee of Finance respectfully present the following

REPORT.

According to the statement of the Secretary (marked A), herewith submitted, the warrants drawn on the Treasurer since the last report, or from July 1st, 1854, to June 30th, 1855, inclusive, amount to \$23,006 38 expended for objects designated in said report.

I.—COLLEGE OF ARTS AND SCIENCES.

The receipts of this department of the University from July 20th, 1854, to July 20, 1855, for initiations, room rent, &c., over and above the two warrants named in the report of the Superintendent of grounds, amount to.. \$1,855 27

Amount of the two warrants drawn in favor of this department for contingent expenses and improvements in the same, is included in the sum of warrants reported as drawn on the Treasurer during the year, and must not be regarded as additional to the sum reported, viz: \$23,006 38, as of this amount the Superintendent received and charged himself with,..... 340 00

\$2,195 27

The expenditures for this department during the year as per account rendered (letter B), authenticated by proper vouchers, amount to.... \$1,919 26

Balance expended for materials and labor on account of the observatory,..... 276 01

\$2,195 27

II.—COLLEGE OF MEDICINE AND SURGERY.

The receipts of this department during the year, including cash received for material and special anatomical tickets, amount, with cash on hand at the date of the last report, to..... \$1,489 57

Amount of warrants drawn in favor of this department, during the year, for improvements in the same, is..... 554 00

\$2,043 57

Authorized disbursements substituted by vouchers, \$1,805 57

Cash on hand,..... 238 00

\$2,043 57

III.—TOTAL EXPENDITURES FOR THE YEAR ENDING JULY 1ST, 1855.

Warrants drawn on the Treasurer,..... \$23,006 38

Funds received from the College of Arts and Sciences,..... 1,855 27

Funds due from the College of Medicine and Surgery, 1,489 57

\$26,351 22

IV.—STATEMENT OF CASH BALANCES.

Balance in hands of J. M. Chase, Treasurer of the University, June 30th, 1855,.....	\$9,104 13
Balance in the hands of the Superintendent of grounds and buildings, from College of Medi- cine and Surgery,.....	238 00
	<hr/>
	<u>\$9,342 13</u>

V.—LIABILITIES.

Amount of warrants outstanding as per Treasu- rer's report, (marked C,).....	<u>\$542 85</u>
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VI.—ESTIMATED EXPENSES.

Of the University for the ensuing year, commencing July 1st, 1855, and ending June 30th, 1856:

Salaries of President and Professors,.....	\$17,550 00
Secretary, Steward and Librarian.....	600 00
Treasurer, including travelling expenses,.....	220 00
Insurance on University Buildings,.....	445 00
Expenses of Regents and visitors appointed by the Superintendent of Public Instruction,...	400 00
Library and Printing,.....	1,200 00
Chemistry and Philosophical Apparatus,.....	500 00
Instruments and Apparatus for Engineering Department,.....	500 00
Grounds, Buildings and Contingencies,.....	2,500 00
	<hr/>
	<u>\$23,915 00</u>

For estimate of expenses of Literary and Scientific, Medical and Observatory Departments, see report of Superintendent of Grounds and Buildings, Letter B.

By reference to the report of the Treasurer, it will be seen that the Principal, Interest and Discount on Consolidated Warrant No. 1 has been paid, thus relieving the Uni-

versity from its domestic debt, and that the interest on temporary deposits of the University Interest Fund, &c., during the year, amounts to \$208 61.

The Report of the State Treasurer (marked D,) and of the Commissioner of the State Land Office (marked E,) are herewith appended; together with a statement (marked F,) of the lands selected for the University of Michigan, under grant from the United States, to which we refer the Board, as an interesting and valuable document for publication.

A.

REPORT OF THE SECRETARY.

Hon. M. A. PATTERSON,

Chairman Finance Committee Board of Regents:

I have the honor to submit the following statement of warrants drawn by the Secretary on the University Treasurer, for the year ending June 30, 1855.

The objects for which warrants have been drawn are embraced under the following heads, to which the amounts drawn for each are annexed :

1. Professors' Salaries,.....	\$16,649 99
2. Regents' Expenses,	121 93
3. Treasurer's Salary,.....	300 00
4. Secretary's Salary,.....	100 00
5. Salary of Superintendent and Librarian,.	400 00
6. Insurance,	401 76
7. Library and Printing,.....	1,277 00
8. Medical College,.....	30 00
9. Chemistry,.....	574 81
10. Physics,	635 75
11. Natural History,.....	412 50
12. Academical Contingencies,.....	1,025 56
13. Medical Contingencies,.....	754 00
14. General Contingencies,.....	323 08

Total,.....	<u><u>\$23,006 38</u></u>
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WARRANT STATEMENT.

To whom drawn.	No.	Date	Object	Amount.
J. Adams Allen,.....	192	1854. July 1.	1	\$250 00
Francis Brunnow,.....	199	Aug. 7.	12	200 00
A. Winchell,.....	200	" 14.	10	250 00
Rausenberger & Tetele,	201	Oct. 20.	14	30 00
A. B. Wood,.....	202	" "	14	7 38
A. Winchell,	203	" "	10	100 00
H. P. Tappan,.....	204	" "	7	450 00
D. E. Wines,.....	205	" "	12	55 56
J. F. Royce,.....	206	" "	14	15 00
N. Mosher,.....	207	" "	14	4 25
E. Booth,	208	" "	8	17 00
Jos. H. Vance,	209	" "	5	100 00
S. Abel,.....	210	" 28.	6	39 41
M. A. Patterson,.....	211	Dec. 15.	2	21 53
William Upjohn,.....	212	" "	2	11 90
E. Andrews,.....	213	" "	12	300 00
E. Andrews,.....	214	" "	13	554 00
A. Winchell,.....	215	" "	4	50 00
H. P. Tappan,.....	216	" 22.	1	666 66
Geo. P. Williams,.....	217	" "	1	333 33
Louis Fasquelle,.....	218	" "	1	383 33
Jas. R. Boise,.....	219	" "	1	333 33
E. O. Haven,.....	220	" "	1	383 33
A. Winchell,.....	221	" "	1	383 33
Moses Gunn,	222	" "	1	500 00
Samuel Denton,.....	223	" "	1	500 00
S. H. Douglass,	224	" "	1	383 33
A. B. Palmer,.....	225	" "	1	500 00
E. Andrews,.....	226	" "	1	250 00
F. Brunnow,.....	227	" "	1	383 33
C. L. Ford,.....	228	" "	1	500 00
Jos. H. Vance,.....	229	" "	5	100 00
Abram Sager,.....	230	" "	1	500 00
H. S. Frieze,.....	231	" "	1	383 33
S. Abel,.....	232	Dec. 29.	6	87 25
Jno. M. Chase,.....	233	1855. Jan. 25	3	25 00
H. P. Tappan,.....	234	Mar. 27.	1	666 66
Geo. P. Williams,.....	235	" "	1	383 33
Abram Sager,.....	236	" "	1	500 00
S. H. Douglass,	237	" "	1	383 33
Louis Fasquelle,	238	" "	1	383 33
Moses Gunn,.....	239	" "	1	500 00

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
Samuel Denton,.....	240	1855. Mar. 27.	1	500 00
James R. Boise,.....	241	" "	1	333 33
A. B. Palmer,.....	242	" "	1	500 00
E. O. Haven,.....	243	" "	1	333 33
A. Winchell,.....	244	" "	1	383 33
Francis Brunnow,.....	245	" "	1	383 33
Corydon L. Ford,.....	246	" "	1	500 00
E. Andrews,.....	247	" "	1	250 00
H. S. Frieze,.....	248	" "	1	383 33
Jos. H. Vance,.....	249	" "	5	100 00
John M. Chase,.....	250	" "	3	25 00
A. Winchell,.....	251	" 28.	4	25 00
H. P. Tappan,.....	252	" "	14	68 14
E. O. Haven,.....	253	" "	14	25 00
John M. Chase,.....	254	" "	14	33 38
A. B. Wood,.....	255	" "	14	30 73
A. Winchell,.....	256	" "	14	4 52
William Upjohn,.....	257	" "	2	15 00
H. H. Northrop,.....	258	" "	2	16 50
E. S. Moore,.....	259	" "	2	30 00
H. P. Tappan,.....	260	" "	7	750 00
M. A. Patterson,.....	261	" "	14	24 00
S. H. Douglass,.....	262	" 29.	"	574 81
Wm. Lewitt,.....	263	" "	11	12 50
J. Adams Allen,.....	264	" "	8	30 00
E. Andrews,.....	265	" 30.	12	40 00
J. Owen & Co.,.....	266	" "	14	12 00
S. Abel,.....	267	April 3.	6	138 35
S. Abel,.....	268	" "	6	136 75
A. Winchell,.....	269	" 6.	10	150 00
A. Sager,.....	270	" 5.	1	150 00
E. Andrews,.....	271	June 15.	13	200 00
H. P. Tappan,.....	272	" 25.	1	666 67
Geo. P. Williams,.....	273	" "	1	333 34
S. H. Douglass,.....	274	" "	1	383 34
Louis Fasquelle,.....	275	" "	1	333 34
James R. Boise,.....	276	" "	1	333 34
E. O. Haven,.....	277	" "	1	333 34
A. Winchell,.....	278	" "	1	383 34
F. Brunnow,.....	279	" "	1	383 34
H. S. Frieze,.....	280	" "	1	383 34
Jos. H. Vance,.....	281	" "	5	100 00

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
Jno. M. Chase,.....	282	1855. June 25.	2	25 00
A. Winchell,.....	283	" "	4	25 00
H. P. Tappan,.....	284	" 26.	12	430 00
Jno. M. Chase,.....	285	" "	3	25 00
Jno. M. Chase,.....	286	" "	3	200 00
S. B. Noble,.....	287	" "	14	68 00
Joseph Monds,.....	288	" 27.	11	400 00
A. Winchell,.....	289	" "	10	135 75
M. A. Patterson,.....	290	" 28.	2	27 00
H. P. Tappan,.....	291	" "	7	60 00
Total,				<u>\$23,006 38</u>

Respectfully submitted,

A. WINCHELL,
Secretary Board of Regents.

B.

REPORT OF THE SUPERINTENDENT OF GROUNDS AND BUILDINGS.

To the Hon. the Board of Regents of the University of Michigan :

GENTLEMEN,—In obedience to the requirements of section fourteen, of chapter seven of the By-Laws of the University, as adopted June 25th, 1855, I have the honor to lay before you the following Annual Report, comprising a statement of the condition of property in the city of Ann Arbor belonging to the University, the improvements made during the year and the cost of the same, the improvements I would recommend, with an estimate of the cost of the same, for the coming year, together with an account of the moneys received by me during the year, and accompanying vouchers for the disbursement of the same.

All of which is respectfully submitted.

E. ANDREWS,
Supt. of Grounds and Buildings.

I.—EXPENDITURES.

The expenses of the College of Science, Literature and the Arts for the year ending June 30th, 1855, have been as follows :

1854.	Object.	To whom paid.	Voucer No.	Amount.
July 1	Postage.....	H. D. Bennett,.....	1	\$ 5 84
" 12	Binding.....	E. Booth,.....	2	1 00
" 12	Telegraphing...	Telegraph Co.,.....	3	50
" 26	Freight,.....	M. C. R. R. Co.,....	4	63
Oct. 2	Carp'nt'r's work,	P. D. Woodruff,....	5	11 50
June 21	Printing,.....	S. B. McCracken, ..	6	2 50
Sept. 23	Well rope,.....	I. F. Decker,.....	7	2 50
June 6	Telegraphing...	Telegraph Co.,.....	8	25
Oct. 7	Monitor,.....	E. P. Clark,.....	9	6 37
" 7	Repairs,	C. G. Clark,.....	10	63
Sept. 7	Express charges,	Express Co.,.....	11	2 50
" 25	Hardware,	W. C. Voorhies, ...	12	2 88
Oct. 5	"	W. C. Voorhies, ...	13	37
" 9	Wood,	W. Scott,.....	14	40 37
" 9	Janitor,.....	J. H. Vance,.....	15	40 00
" 13	Hardware,	Ducharme & Co.,....	16	4 88
" 14	Team work,....	P. D. Vance,.....	17	5 00
" 14	Merchandise, ...	H. Becker & Co.,....	18	26 76
" 16	Sawing wood,...	T. Ready,.....	19	7 03
" 17	Cabinet ware,...	D. Sperry,.....	20	17 00
" 17	Team work,....	H. Corbin,	21	18 00
" 17	Hardware,	T. Howe,.....	22	1 75
" 21	Mason work,....	J. McFall,.....	23	9 75
" 1	Postage,	H. D. Bennett,.....	24	14 42
" 23	Labor,	J. G. Almindinger,.	25	8 00
" 16	Express charges,	Express Co.,.....	26	1 25
" 27	Repairs,.....	P. Enright,.....	27	37 66
" 25	Postage,	A. Winchell,.....	28	3 81
" 25	Traveling,	A. Winchell,.....	29	35 03
" 26	Labor,	J. G. Shirtley,....	30	2 25
" 26	"	B. Frank,	31	3 00
" 26	"	G. Surch,	32	2 25
" 28	Chemicals,	Eberbach & Co.,....	33	57 74
" 31	Lime,.....	A. DeForest,.....	34	7 56
Nov. 4	Monitor,.....	J. A. Griffes,.....	35	6 25
" 14	Freight,	M. C. R. R. Co.,....	36	7 97
" 14	Monitor,.....	W. J. Swift,.....	37	6 25
" 14	Freight,	M. C. R. R. Co.,....	38	1 87

EXPENDITURES—CONTINUED.

1854-5.	Object.	To whom paid.	Vou'e'r. No	Amount.
Nov. 14	Freight,	M. C. R. R. Co.,	39	\$ 24
" 14	Merchandize, . . .	A. DeForest,	40	2 25
" 7	Express charges, . .	Express Co.,	41	75
" 29	Janitor,	J. D. Vance,	42	70 00
" 24	Mason work,	J. Gould,	43	1 25
Dec. 8	Cartage,	C. F. Henion,	44	25
" 6	Furniture,	J. S. Dunning,	45	4 00
" 23	Stationery,	H. Jacobs,	46	1 50
" 12	Cartage,	J. W. Brooks,	47	4 37
" 25	Discount,	D. McIntyre,	48	14 00
" 21	Mason work,	J. Gould,	49	19 13
" 21	Labor,	J. D. Vance,	50	15 50
" 21	Sawing wood,	H. B. Burgess,	51	37
" 25	Hardware,	C. D. Goodrich,	52	37 98
" 15	Merchandize,	W. Ball,	53	38
" 21	Repairs,	S. P. Van Doozer,	54	6 56
" 27	Cartage,	E. McCarthy,	55	25
" 27	Express charges, . .	Express Company,	56	4 61
Jan. 3	Cleaning rooms, . .	M. Lossen,	57	75
" 4	Labor,	J. G. Almindinger,	58	2 50
" 4	Sawing wood,	F. Ready,	59	68 18
" 4	Furniture,	F. Muhlig,	60	2 75
Dec. 28	Paint,	Pierce & Brooke,	61	1 88
Jan. 5	Wood,	W. E. Anderson,	62	50 00
" 5	Carpenter work, . .	L. Howard,	63	4 25
" 5	Monitor,	J. A. Griffes,	64	7 00
" 5	Labor,	M. Lora,	65	2 68
" 5	Sawing wood,	J. T. Snoddy,	66	4 00
" 5	Monitor,	E. P. Clark,	67	7 00
" 5	Janitor,	P. D. Vance,	68	50 00
" 6	Fee refunded,	C. B. Haydon,	69	10 00
" 6	Mason work,	J. Gould,	70	1 00
" 8	Monitor,	W. J. Swift,	71	7 00
" 10	Repairs,	D. E. Wines,	72	65 82
" 9	Postage,	H. D. Bennett,	73	5 00
" 11	Hardware,	C. S. Goodrich & Son	74	13 46
" 11	"	" " "	75	12 75
Dec. 22	Merchandize,	H. W. Welles,	76	76 83
Jan. 15	Wood,	A. H. Markham,	77	81 00
" 22	Traveling,	J. H. Vance,	78	3 20
" 24	Wood,	P. D. Vance,	79	28 00
" 25	Express charges, . .	Express Company,	80	4 37

EXPENDITURES—CONTINUED.

1855.	Object.	To whom paid.	Vouc'r. No	Amount.
Jan. 30	Lumber,.....	Eberbach & Co.,...	81	\$20 46
" 31	Cartage,.....	P. O'Brien,.....	82	25
" 16	Express charges,	Express Company,.	83	50
" 18	Stationery,.....	H. P. Tappan,.....	84	18 00
" 6	Wood,.....	A. H. Markham,....	85	81 00
" 28	Express charges,	Express Company,.	86	75
" 26	Repairs,.....	P. Slingerland,.....	87	3 00
Mar. 1	Sawing wood,...	W. J. Swift,.....	88	75
" 10	Mason work,....	J. Bonnar,.....	89	40 75
Feb. 28	Sawing wood,...	J. P. Cotton,.....	90	9 92
" 28	Express charges,	Express Company,.	91	75
" 28	Labor,.....	M. Roller,.....	92	3 00
Mar. 12	Cartage,.....	J. H. Vance,.....	93	1 50
Apr. 3	Wood,.....	A. H. Markham,....	94	82 41
" 3	"	W. E. Anderson,...	95	50 00
" 12	Furniture,.....	D. Sperry,.....	96	2 50
Mar. 3	Joiner work,...	D. E. Wines,.....	97	37 01
" 31	"	"	98	23 45
Apr. 6	Monitor,.....	E. P. Clark,.....	99	4 75
" 6	"	J. A. Griffes,.....	100	4 75
" 10	Labor,.....	Geo. Harter,.....	101	5 50
Mar. 31	Repairs,.....	C. Bliss,.....	102	1 00
Apr. 10	Monitor,.....	W. J. Swift,.....	103	4 75
" 9	Express charges,	Express Company,.	104	11 13
" 16	Postage,.....	H. D. Bennett,.....	105	10 00
" 10	Wood,.....	A. H. Markham,....	106	12 25
" 12	"	E. Ryan,.....	107	20 25
" 28	Janitor,.....	P. D. Vance,.....	108	20 00
May 14	Repairs,.....	S. A. Sperry,.....	109	19 16
Apr. 12	Sawing wood,...	W. J. Swift,.....	110	63
" 28	Repairs,.....	C. D. Goodrich,....	111	4 31
" 19	Janitor,.....	P. D. Vance,.....	112	60 00
May 5	Printing,.....	E. B. Pond,.....	113	3 00
Apr. 19	Cartage,.....	J. W. Brooks,.....	114	25
May 5	Repairs,.....	A. J. Sutherland,...	115	10 67
Apr. 19	"	L. C. Risdon,.....	116	3 00
May 14	Labor,.....	G. Almindinger,...	117	6 88
" 14	"	"	118	6 25
" 14	"	W. Kroghan,.....	119	4 50
Mar. 14	"	P. Blim,.....	120	4 50
" 14	"	P. Kirnbach,	121	5 50
" 14	"	F. Ortmer,	122	5 50

EXPENDITURES—CONTINUED.

1855.	Object.	To whom paid.	Vouc'r. No	Amount.
Mar. 14	Labor,	C. Fisile,	123	\$ 5 50
" 14	"	Geo. Rupf,	124	1 50
" 14	"	Geo. Stull,	125	5 20
" 14	"	Geo. Almindinger, .	126	1 00
" 12	"	P. McNattin,	127	2 00
" 24	Sawing wood, ...	J. T. Snoddy,	128	11 75
" 30	Travel'g exp'ses,	A. Winchell,	129	3 95
" 30	Sundries,	"	130	3 25
June 1	Repairs,	Geo. McCollum, ...	131	1 50
" 4	Sundries,	R. M. Johnson,	132	25
May 15	Express charges,	Express Company, .	133	3 00
" 19	"	"	134	75
" 9	"	"	135	3 00
" 29	Cartage,	P. O'Brien,	136	25
" 18	Sawing wood, ...	H. J. Swift,	137	2 62
June 18	Sundries,	P. D. Woodruff,	138	75
" 18	Labor,	J. T. Snoddy,	139	16 25
May 21	Sundries,	S. B. Noble,	140	33 00
June 20	Printing,	E. B. Pond,	141	3 50
" 20	Sawing wood, ...	T. Ready,	142	42 94
" 20	Janitor,	P. D. Vance,	143	40 00
" 20	Repairs,	J. Gould,	144	1 50
" 20	"	"	145	10 00
" 22	Telegraphing, ...	Telegraph Co.,	116	1 10
" 22	Wood,	E. Ryan,	147	22 22

II.—STATEMENT OF THE CONTINGENT FUND FOR THE YEAR END-
ING JUNE 29, 1855.

DR.

1854-5.

June 29. Cash on hand,.....	\$ 15 10
Dec. 25. Room rent,.....	394 30
“ “ Warrant No. 213,.....	300 00
Mar. 21. Room rent,.....	280 00
“ 31. Initiation fees,.....	879 90
“ “ Warrant,	40 00
Apr. 12. Sale of Lumber,.....	16 00
June 27. Room rent,.....	269 97
Total,	<u>\$2,195 27</u>

CR.

1854-5.

June 30. Amount disbursed,.....	\$1,919 26
“ “ Labor and materials for the Observatory,	276 01
Total,	<u>\$2,195 27</u>

3. The probable Income of the College of Arts and Sciences for the coming year will be as follows:

Receipts for Initiation Fees,.....	\$800 00
Room rent,.....	800 00
Sundry items,.....	30 00
Total,	<u>\$1,630 00</u>

4. The probable Expenses of the College of Arts and Sciences for the coming year will be as follows:

Janitor's wages,	\$240 00
Wood,	700 00
Chemicals,	30 00
Ordinary repairs,	100 00
Postage.	75 00
Express charges, freight, &c.,	75 00
Sundries,	100 00
Total,	<u>\$1,390 00</u>

V.—COLLEGE OF MEDICINE AND SURGERY.

The Income of the Contingent Fund of the College of Medicine and Surgery for the year ending June 30th, 1855, has been as follows:

1854-5.

June 29. Cash on hand,	\$ 22 34
Feb. 20. Initiation Fees,	1,080 00
“ 20. Deposits by Students,*	129 00
Dec. 15. Warrant,	554 00
Mar. 27. Sale of Diplomas,	42 00
Apr. 25. Anatomical Fund,	216 23
Total,	<u>\$2,043 57</u>

Each Student deposits one dollar on admission, to be returned at the end of the course if no damage to the College buildings should be assessed against this fund.

VI.—EXPENDITURES.

The Expenses of the College of Medicine and Surgery for the year ending June 29th, 1855, have been as follows, the vouchers for which are herewith submitted :

1554-5.	Object.	To whom paid.	No. vouch- er.	Amount.
July 3	Refunding Fee, ..	E. Andrews,	1	\$2 00
" 12	Postage,	H. D. Bennett,	2	5 83
" 27	Advertising,	E. Andrews,	3	10 25
" 24	Express charges, ..	Express Co.,	4	50
Sept. 11	"	"	5	3 00
" 30	Printing,	S. B. McCracken, ..	6	4 50
Oct. 14	Telegraphing, ..	Telegraph Co.,	7	25
" 14	Sundries,	Mills & Wood,	8	25
" 14	Freight,	M. C. R. R. Co.,	9	2 60
" 14	Sundries,	Mills & Wood,	10	1 66
" 14	Express charges, ..	Express Co.,	11	9 00
" 20	Cartage,	J. McCarthy,	12	4 36
" 20	Refunding Fee, ..	J. Pompelley,	13	10 00
" 20	" deposits,	"	14	1 00
" 23	Postage,	H. D. Bennett,	15	14 35
" 23	Hardware,	S. C. Risdon,	16	3 50
" 23	Printing,	Cole & Gardner, ...	17	17 00
" 28	Mason work,	H. H. Hewitt,	18	8 15
" 28	Chemicals,	Eberbach & Co., ...	19	65 04
" 28	Joiner work,	D. E. Wines,	20	80 00
" 19	Team work,	H. Corbin,	21	1 50
" 23	Hardware,	M. H. Webster,	22	3 13
Nov. 29	Express charges, ..	Express Co.,	23	4 00
" 29	Stationery,	A. B. Wood,	24	1 75
" 29	Hardware,	M. H. Webster,	25	1 00
" 30	Freight,	M. C. R. R. Co.,	26	13
Dec. 9	Hardware,	C. D. Goodrich,	27	20 26
Nov. 24	Botanical Plates, ..	R. P. Smith,	28	40 00
" 9	Painting,	Pierce & Brooke, ...	29	45 00
Dec. 9	Wood,	C. Allmandinger, ..	30	4 00
" 9	Furniture,	D. Sperry,	31	3 50
Nov. 30	Brass Pipe,	A. Wagner,	32	50
Nov. 12	Hardware,	C. D. Goodrich,	33	28 53
" 12	Cartage,	J. W. Brooks,	34	1 37
" 12	Traveling,	S. H. Douglass,	35	2 00
Nov. 28	Hardware,	M. H. Webster,	36	9 00
" 17	Merchandize, ...	W. S. Maynard,	37	7 75
Dec. 8	Hardware,	C. S. Goodrich,	38	6 50

EXPENDITURES—CONTINUED.

1854-5.	Object.	To whom paid.	No Vouch er	Amount.
Dec. 22	Mason work,	J. Gould,	39	\$85 27
" 23	Cartage,	E. McCarthy,	40	25
" 23	Discount,	D. McIntyre,	41	16 00
" 23	Carpenter work, . . .	P. D. Woodruff, . . .	42	90 00
" 25	Stove and pipe, . . .	L. C. Risdon,	43	12 75
" 26	Cartage,	E. McCarthy,	44	25
" 21	Carpenter work, . . .	P. D. Woodruff, . . .	45	75
" 23	" "	S. Mulholland,	46	16 40
" 27	Express charges, . . .	Express Co.,	47	4 13
" 29	Carpenter work, . . .	D. E. Wines,	48	173 88
Jan. 3	Painting,	F. Sorg,	49	34 08
" 3	Cartage,	P. O'Brien,	50	25
Dec. 29	Medical works, . . .	S. S. & W. Wood, . .	51	66 00
" 31	Traveling,	J. H. Vance,	52	1 13
" 4	Sawing wood,	T. Ready,	53	4 00
Jan. 4	Postage,	H. D. Bennett,	54	1 50
" 6	Plaster,	H. P. Tappan,	55	3 00
" 6	Wood,	P. D. Vance,	56	30 00
" 6	Soap,	Geo. Nagle,	57	76
Nov. 24	Labor,	M. Lora,	58	75
" 24	"	C. Shafer,	59	3 50
Jan. 6	"	M. Lora,	60	50
" 6	"	B. Smith,	61	63
" 9	Chandelier, &c., . .	R. W. King,	62	27 00
" 11	Postage,	H. D. Bennett,	63	10 00
" 11	Merchandise, . . .	H. W. Weller,	64	43 17
" 11	Stove pipe, &c., . .	C. D. Goodrich, . . .	65	42 88
" 24	Wood,	P. D. Vance,	66	69 00
" 24	Repairs,	J. H. Stevens,	67	2 00
" 26	Sawing wood, . . .	J. G. Allmandinger, .	68	6 00
Feb. 1	Janitor,	Geo. Nagle,	69	60 00
" 1	Stationery,	A. B. Wood,	70	41 41
" 1	Repairs,	Joseph Eberbach, . .	71	7 70
" 1	Glassware,	W. H. Glenney,	72	20 50
" 1	Printing,	S. B. McCracken, . .	73	6 00
" 1	Cartage,	J. Speechly,	74	75
" 1	Maps, &c.,	H. P. Van Cleve, . .	75	27 33
" 1	Plates, &c.,	A. B. Ladd,	76	14 00
" 24	Locks,	M. H. Webster,	77	75
Mar. 12	Deposits red'm'd, . .	Medical students, . .	78	48 00
" 12	" "	" "	78	2 00
" 30	Express charges, . .	Express Co.,	79	1 25

EXPENDITURES—CONTINUED.

1854-5.	Object.	To whom paid.	No. Vouch- er.	Amount.
Mar. 30	Sundries,.....	C. L. Ford,.....	80	\$4 38
" 30	Tin case,.....	C. S. Goodrich & Co.,	81	6 50
" 30	Freight,	M. C. R. R. Co.,....	82	25
" 30	Moulding,.....	W. Bond,	83	1 38
" 30	Cartage,	E. McCarthy,	84	25
" 30	Express charges,	Express Co.,	85	25
" 30	Carpenter work,	D. E. Wines,.....	86	8 54
" 30	Deposits red'm'd,	Medical students,..	87	50 00
" 30	Labor,	C. Kirkley,	88	2 25
" 26	"	M. Brinning,	89	2 25
" 26	"	M. Shue,.....	90	2 25
" 26	"	"	91	25
" 26	"	M. Roller,.....	92	2 25
" 26	Soap,	Geo. Nagle,.....	93	3 13
" 9	Express charges,	Express Co.,.....	94	75
" 31	Labor,.....	R. C. Hutton,.....	95	7 89
April 3	Freight,	M. C. R. R. Co.,....	96	4 66
" 6	Binding,	E. Booth,	97	9 00
" 6	Traveling, Dr. S.,	M. Gunn,.....	98	2 10
" 16	Postage,	H. D. Bennett,....	99	10 71
" 10	Wood,	Geo. Snow,.....	100	2 50
" 12	Freight,	M. C. R. R. Co.,....	101	2 22
" 3	"	"	102	9 13
Mar. 26	Labor,.....	M. Lora,	103	1 00
April 4	Deposits red'm'd,	Medical students, ..	104	16 00
" 9	Diplomas,	J. C. Buttre,	105	25 00
Mar. 29	Cartage,	S. Jacobs,.....	106	25
April 2	Express charges,	Express Co.,	107	8 00
" 11	Postage,.....	H. D. Bennett,....	108	8 25
" 17	Platinum wire,..	C. B. Porter,	119	75
" 21	Wood,	A. H. Markham, ...	110	5 00
" 19	Cartage,	J. W. Brooks,.....	111	3 25
" 25	Sundries,.....	C. D. Goodrich, ...	112	11 71
" 23	Furniture,.....	F. Muhley,.....	113	29 25
Feb. 15	Binding,	E. Booth,	114	1 00
May 5	Repairs,	A. J. Sutherland, ..	115	4 33
" 5	Printing,.....	E. B. Pond,	116	7 00
" 11	Coal,	Trowbridge & Jones,	117	11 50
" 3	Sawing wood,...	J. G. Allmandinger,	118	12 00
" 3	Janitor,.....	Geo. Nagle,	119	40 00
" 12	Freight,	M. C. R. R. Co.,....	120	3 30
" 12	Labor,	Geo. Nagle,	121	10 00

EXPENDITURES—CONTINUED.

1854-5.	Object.	To whom paid.	No. Vouch- er.	Amount.
May 12	Janitor,.....	Geo. Nagle,.....	122	\$20 00
" 12	Sundries,.....	"	123	9 93
" 14	Deposits red'm'd,	Medical students,..	124	4 00
June 6	Repairs,	Geo. McCollum,....	125	3 00
" 16	Freight,.....	M. C. R. R. Co.,....	126	6 49
" 16	"	"	127	2 00
" 23	Repairs,	D. E. Wines,.....	128	11 11
" 30	Advertising,....	Andrews & Palmer,.	129	20 00
				<u>\$1,805 57</u>

VII.—STATEMENT OF THE CONTINGENT FUND ACCOUNT FOR THE
YEAR ENDING JUNE 30, 1855.*Debit.*

1854-5.

June 29.	Cash on hand,.....	\$ 22 34
Feb. 20.	Initiation Fees,.....	1,080 00
Feb. 20.	Deposits,	129 00
Dec. 15.	Warrants,.....	554 00
Mar. 27.	Sale of Diplomas,.....	42 00
April 25.	Anatomical Fund,.....	216 23
Total,.....		<u>\$2,043 57</u>

Credit.

1854-5.

June 30.	Amount disbursed,.....	\$1,805 57
" 30.	Cash on hand,.....	238 00
Total,		<u>\$2,043 57</u>

8. The probable income of the Contingent Fund for the year ending June 30th, 1856, will be as follows:

Initiation Fees,.....	\$1,000 00
Other sources,.....	290 00
Total,	<u>\$1,290 00</u>

9. The probable expenses for the coming year, of the College of Medicine and Surgery, will be as follows :

Janitor's wages,.....	\$ 120 00
Chemicals,.....	80 00
Postage, freight, express charges, &c.,.....	100 00
Contingencies in the Anatomical Department,...	100 00
Specimens for Anatomical Illustration,.....	500 00
Repairs,.....	100 00
Wood,.....	150 00
Sundries,.....	80 00
Total,	<u>\$1,230 00</u>

X.—OBSERVATORY ACCOUNTS.

By transfer of balance of Contingent Fund of Literary Department, which fund has been credited with Warrant No. 213, drawn in part for the Observatory,....	\$276 01
Plaster sold,.....	3 00
Balance dr. to Supt. of Grounds and Buildings,...	79 83
	<u>\$358 84</u>

XI.—EXPENDITURES.

The expenses of the year ending June 30th, 1855, have been as follows, the vouchers for which are herewith submitted:

1854-5.	Object.	To whom paid.	No. Vouch- er.	Amount.
Aug. 17	Frt. on Astr. Inst.	Sturgess, Bennet & Co	1	149 25
Sept. 6	" "	M. C. R. R. Co.,...	2	24 79
Oct. 9	Trav'g for Univ.,	J. H. Vance,	3	25 00
Nov. 5	Freight,	M. C. R. R. Co.,...	4	12
" 9	" "	" "	5	1 16
" 29	Express charges,	Express Co.,	6	50
Dec. 27	" "	" "	7	4 14
" 27	Team work,	H. M. Henion,	8	4 00
" 28	Cleaning rooms,	H. P. Tappan,	9	1 00
" 28	Express charges,	Express Co.,	10	5 60
Jan. 4	Traveling,	Jos. H. Vance,	11	2 25
" 6	Wood,	P. Stark,	12	2 00
" 8	Traveling,	J. H. Vance,	13	2 20
" 8	Freight,	M. C. R. R. Co.,...	14	30 02
" 8	Express charges,	Express Co.,	15	1 25
" 25	Traveling,	J. H. Vance,	16	2 20
April 2	Express charges,	Express Co.,	17	15 50
" 6	Wood,	P. Stark,	18	7 06
" 12	Furniture,	D. Sperry,	19	13 00
" 19	Cartage,	J. W. Brooks,	20	75
" 28	Pipe, Stove, &c.,	C. D. Goodrich,	21	37 95
May 17	Pump,	Geo. McCollum,	22	7 50
" 26	Stone,	P. Stark,	23	8 25
" 26	Stationery,	Palmer & Whipple, .	24	5 00
" 26	Team work,	E. Arms,	25	4 50
June 30	Telegraphing, ...	Telegraph Co.,	26	3 85
Total,				<u>\$358 84</u>

12. The probable expenses of the Department of the Observatory for the coming year will be as follows:

For Janitor,.....	\$100 00
“ Wood,.....	50 00
“ Sundries,.....	50 00
“ Improvements,.....	150 00
Total,	<u>\$350 00</u>

XIII.—IMPROVEMENTS OF THE PAST YEAR.

During the past year thirteen hundred and sixty-six trees have been planted on the grounds, three hundred of which were paid for by students of the University, ten hundred and thirty-three were furnished by the University, and thirty-three were given by S. Pettibone, Esq. The Campus has been surrounded on all sides by trees, making a continuous row one mile in length. The trees have been carefully boxed, and in other ways suitably cared for. In a few years they will add much to the beauty of the University grounds.

Alterations have been made in the interior of the Medical College building. These were demanded for convenience, and have been done in a substantial manner, and at a moderate expenditure. Additional cases also have been made for the accommodation of the increased size of the Museum. All of the changes which have been made in the Medical College edifice are permanent improvements.

On the dwelling-houses no improvements have been made. The amount of money expended on them has been barely sufficient to keep them in order. It cannot be expected that the yearly expenditure on the dwelling-houses will be less than \$100. Once in seven years the necessary outlay will reach three times that sum.

The only change which has been made in the Dormitory buildings has been that of making four large recitation

rooms. These were imperatively demanded for the accommodation of the largely increased classes.

XIV. —IMPROVEMENTS FOR THE COMING YEAR.

The dwelling-houses, and the fences in front of each, require to be repainted ; to do which will probably cost \$200 or \$300. To complete the plank walks, and keep the grounds in suitable condition, \$100 will be sufficient.

All of which is respectfully submitted.

E. ANDREWS,
Superintendent of Grounds and Buildings.

C.

REPORT OF UNIVERSITY TREASURER.

University of Michigan in account with J. M. Chase, Treasurer, for the year ending June 30, 1855.

DEBIT.

1854.

July	5.	To paid warrant No. 190,.....	\$383 33
	5.	do do 190a,.....	100 00
	5.	do do 191,.....	333 33
	5.	do do 191a,.....	116 54
	5.	do do 192,.....	13 20
	5.	do do 192a,.....	250 00
	5.	do do 193,.....	666 66
	5.	do do 193a,.....	112 50
	5.	do do 194,.....	45 00
	5.	do do 195,.....	43 00
	5.	do do 196,.....	47 00
	5.	do do 198,.....	22 00
	5.	do do 187,.....	333 33
	5.	do do 188,.....	333 33
	5.	do do 189,.....	383 33
	6.	do do 185,.....	11 11
	6.	do do 197,.....	25 00
Aug.	14.	do do 199,.....	200 00
	16.	do do 200,.....	250 00
Sept.	7.	To paid for Dr. Tappan's draft on H. N. Walker, to purchase transit instrument,.....	3,144 00

Sept. 21.	To paid half year's interest on balance of consolidated warrant No. 1, including exchange,.....	\$175 88
Oct. 9.	To paid warrant No. 250,.....	25 00
28.	do do 208,.....	17 00
Nov. 2.	do do 205,.....	55 56
28.	do do 202,.....	7 38
28.	do do 203,.....	100 00
28.	do do 209,.....	100 00
28.	do do 207,.....	4 25
Dec. 22.	do do 204,.....	450 00
22.	do do 210,.....	39 41
22.	do do 221,.....	388 33
22.	do do 215,.....	50 00
22.	do do 220,.....	333 33
27.	do do 219,.....	333 33
29.	do do 216,.....	666 66
29.	do do 229,.....	100 00
29.	do do 213,	300 00
29.	do do 214,.....	554 00
30.	do do 227,.....	383 33
30.	do do 226,.....	250 00

1855.

Jan'y 1.	To paid balance of principal on consolidated warrant No. 1,.....	5,000 00
1.	To paid 4 months' interest on consolidated warrant No. 1, to date,.....	116 66
1.	To paid $\frac{3}{4}$ per centum exchange on \$5,116 66, on New York,.....	38 37
2.	To paid warrant No. 228,.....	500 00
5.	do do 230,.....	500 00
5.	do do 224,.....	383 33
5.	do do 217,.....	333 33
5.	do do 218,.....	383 33
5.	do do 222,.....	500 00

Jan'y 5.	To paid warrant No. 223,.....	\$500 00
11.	do do 232,.....	87 28
18.	do do 201,.....	30 00
25.	do do 231,.....	383 33
25.	do do 206,.....	15 00
29.	do do 233,.....	25 00
Feb'y 8.	do do 211,.....	21 53
8.	do do 225,.....	500 00
18.	do do 212,.....	11 90
Mar. 29.	To paid warrant, (in part,) No. 262,....	130 00
29.	To paid warrant No. 234,.....	666 66
29.	do do 235,.....	333 33
28.	do do 236,.....	500 00
29.	do do 237,.....	383 33
29.	do do 238,.....	383 33
29.	do do 239,.....	500 00
29.	do do 241,.....	333 33
29.	do do 243,.....	333 33
29.	do do 244,.....	383 33
29.	do do 246,.....	500 00
29.	do do 248,.....	383 33
29.	do do 249,.....	100 00
29.	do do 251,.....	25 00
29.	do do 252,.....	68 14
29.	do do 253,.....	25 00
29.	do do 254,.....	33 38
29.	do do 255,.....	30 73
29.	do do 256,.....	4 52
29.	do do 257,.....	15 00
29.	do do 258,.....	16 50
29.	do do 259,.....	30 00
29.	do do 260,.....	750 00
29.	do do 261,.....	24 00
29.	do do 264,.....	30 00
30.	do do 245,.....	383 33

Mar. 30.	To paid warrant No. 240,.....	\$ 500 00
30.	do do 242,.....	500 00
Apr. 30.	do do 263,.....	12 50
30.	do do 265,.....	40 00
30.	do do 247,.....	250 00
12.	do do 269,.....	100 00
May 2.	do do 267,.....	138 35
2.	do do 268,.....	136 75
2.	do do 270,.....	150 00
12.	do do 266,.....	12 00
12.	To paid balance of warrant No. 262,..	444 81
15.	To paid warrant No. 720,.....	14 00
24.	To paid balance of warrant No. 269,..	50 00
June 27.	To paid warrant No. 275,.....	383 34
27.	do do 276,.....	333 34
27.	do do 280,.....	383 34
27.	do do 282,.....	25 00
27.	do do 285,.....	25 00
27.	do do 286,.....	200 00
28.	do do 289,.....	135 75
28.	do do 273,.....	333 34
28.	do do 278,.....	383 34
28.	do do 283,.....	25 00
28.	do do 274,.....	383 34
28.	do do 284,.....	430 00
28.	do do 272,.....	666 67
28.	do do 271,.....	200 00
28.	do do 277,.....	333 34
28.	do do 281,.....	100 00
29.	do do 290,.....	27 00
29.	do do 291,.....	60 00
30.	do do 279,.....	383 34
30.	To balance carried down,.....	9,104 13
Total,		<u>\$43,099 40</u>

CREDIT.

1854.

July 1.	By balance cash on hand,.....	\$11,489 01
Nov. 29.	By am't of draft on H. N. Walker, paid,	3,200 00
Dec. 27.	By cash of State Treasurer,.....	4,250 00

1855.

Jan. 5.	By cash of State Treasurer,.....	2,500 00
29.	do do do	200 00
Feb. 8.	do do do	500 00
Mar. 24.	do do do	8,000 00
24.	By in'st on deposits with J. C. Bailey,.	50
27.	By this amount credited Treasurer's account in the Peninsular Bank by transfer from its account with the University of Michigan,.....	30 56
Apr. 10.	By cash received of C. Manvillier, be- ing balance of principal and inter- est due on Detroit city lot, sold him by the Regents,.....	1,021 22
May 2.	By cash of State Treasurer,.....	1,000 00
15.	do do do	10,756 00
16.	By amount of interest on deposits al- lowed by the Peninsular Bank up to the 15th inst,.....	152 11
		<u>\$43,099 40</u>

1855.

July 1.	By balance brought down,.....	\$9,104 13
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List of Outstanding Warrants, June 30, 1855.

University Warrant No. 426,.....	\$66 67
do do do 591,.....	5 00
do do do 708,.....	2 50
do do do 287,.....	68 68
do do do 288,.....	400 00
Total,.....	<u>\$542 85</u>

J. M. CHASE,
University Treasurer.

Lansing, June 30, 1855.

D.

University Interest Fund in account with the State Treasurer of Michigan.

DEBIT.

1854.

July 1.	For warrants paid,.....	\$14,128 43
" 30.	" " "	8 50
Aug. 30.	" " "	19 00
Oct.	" " "	22 38
Dec.	" " "	4,258 10

1855.

Jan.	" " "	2,700 00
Feb.	" " "	502 00
March.	" " "	8,000 00
May.	" " "	11,886 19
To balance to new account,.....		5,436 93

\$16,961 53

CREDIT.

1854.

June 30.	By balance,.....	\$10,694 64
July.	" cash,.....	76 97
Aug.	" "	149 94
Sept.	" "	303 86
Oct.	" "	361 02
"	" general fund,.....	3,353 99
"	" " "	3,478 29
Nov.	" cash,.....	9 22
Dec.	" "	31 66

1855.

Jan.	By general fund,.....	\$ 3,562 15
"	" cash,.....	401 05
Feb.	" "	397 86
March.	" "	2,876 77
April.	" "	12,042 10
"	" general fund,.....	3,707 50
May.	" cash,.....	1,512 12
June.	" "	143 39
"	" general fund,.....	3,359 00
		<hr/>
		<u>\$46,961 53</u>

July 1. By Balance,.....\$5,436 93

STATE TREASURER'S OFFICE, }
Lansing, June 30th, 1855. }

I certify the above to be a true statement from the books of this office, showing the receipts and disbursements from the University Interest Fund, for the year ending this day.

CHAS. S. HUNT,
Dep. State Treasurer.

E.

REPORT OF THE COMMISSIONER OF THE STATE LAND OFFICE.

Lansing, July 1st, 1855.

HON. M. A. PATTERSON,

Chairman Finance Committee, Michigan University:

SIR—In accordance with the requirements of law, the undersigned would respectfully report that the amount received to the credit of the University Interest Fund for the year ending June 30th, was.....\$18,274 28

The quantity of land sold during the above pe-

riod was 3,168.63 acres, amounting to..... 38,487 40

The amount paid on sales at the time of pur-

chase was..... 9,812 00

Amount received to the University Fund,..... 27,067 64

No incidental expenses during the year have been charged to the Fund.

Very respectfully,

ALLEN GOODRIDGE,

Deputy Commissioner.

F.

Lands selected for the University of Michigan, which have been approved by the Secretary of the Treasury.

	Description.	Sec	Town	Range	Acres	Accepted as
	River lots 7, 8, 9, 10 in the U. S. Reserve of twelve miles square, near Perrysburg,				515.10	1 Section
	River lots 1 and 2 in the 12 miles square near Perrysburg, granted to the University by the act of 13th January, 1830,...					
G	Entire,.....	15	1 S	1 W	618.45	1 "
"	Entire,.....	22	1 "	1 "	614.58	1 "
"	Entire,.....	27	2 "	6 "	617.24	1 "
"	Entire,.....	28	2 "	6 "	640.00	1 "
"	Entire,.....	29	2 "	6 "	639.78	1 "
"	Entire,.....	32	2 "	6 "	608.22	1 "
"	Entire,.....	33	2 "	6 "	590.07	1 "
"	Entire,.....	34	2 "	6 "	612.06	1 "
"	Entire,.....	19	5 "	6 "	650.44	1 "
C	Entire,.....	13	6 "	6 "	640.00	1 "
"	Entire,.....	14	6 "	6 "	640.00	1 "
"	Entire,.....	3	6 "	6 "	640.00	1 "
"	Entire,.....	24	6 "	6 "	640.00	1 "
G	Entire,.....	7	2 "	7 "	646.48	1 "
"	Entire,.....	24	5 "	7 "	640.00	1 "
"	Entire,.....	26	4 "	8 "	640.00	1 "
"	Entire,.....	15	5 "	9 "	640.00	1 "
E	Entire,.....	30	5 "	9 "	591.43	1 "
G	Entire,.....	33	5 "	9 "	601.84	1 "
"	Entire,.....	5	6 "	9 "	638.42	1 "
"	Entire,.....	21	1 "	10 "	640.00	1 "

UNIVERSITY LANDS—CONTINUED.

	Description.	Sec	Town	Range	Acres.	Accepted as
G	Entire,.....	22	1 S	10 W	640.00	1 Section
"	Entire,.....	26	"	10 "	630.19	1 "
"	Entire,.....	27	1 "	10 "	640.00	1 "
"	Entire,.....	34	1 "	10 "	640.00	1 "
E	Entire,.....	13	4 "	10 "	640.00	1 "
"	Entire,.....	19	4 "	10 "	658.48	1 "
"	Entire,.....	2	4 "	10 "	640.00	1 "
"	Entire,.....	29	4 "	10 "	640.00	1 "
"	Entire,.....	19	5 "	10 "	641.92	1 "
"	Entire,.....	25	5 "	10 "	584.55	1 "
"	Entire,.....	0	5 "	10 "	570.60	1 "
"	Entire,.....	36	5 "	10 "	640.00	1 "
G	Entire,.....	6	6 "	10 "	578.32	1 "
"	Entire,.....	7	2 "	11 "	630.12	1 "
"	Entire,.....	17	2 "	11 "	640.00	1 "
"	Entire,.....	18	2 "	11 "	633.56	1 "
"	Entire,.....	19	2 "	11 "	636.64	1 "
"	Entire,.....	28	4 "	11 "	640.00	1 "
"	Entire,.....	30	4 "	11 "	610.36	1 "
"	Entire,.....	6	6 "	11 "	636.24	1 "
"	Entire,.....	8	6 "	11 "	640.00	1 "
"	Entire,.....	17	6 "	11 "	601.05	1 "
E	Frac. S. and W. of St. Joseph's River,.....	21	7 "	17 "	606.50	1 "
"	Frac. S. and W. of St. Joseph's River,.....	22	7 "	17 "	450.40	$\frac{3}{4}$ "
"	Entire,.....	2	7 "	17 "	640.00	1 "
"	Entire,.....	33	7 "	17 "	640.00	1 "
"	All lying S. and W. of St. Joseph's River, in....	34	7 "	17 "	629.20	1 "
"	Fractional,.....	3	8 "	17 "	504.93	$\frac{3}{4}$ "
"	Entire,.....	17	8 "	17 "	640.00	1 "
"	Entire,.....	18	8 "	17 "	559.00	1 "
"	Fractional,....	21	8 "	17 "	392.30	$\frac{1}{2}$ "
"	Frac'l S. and W. of St. Joseph's River,.....	25	7 "	18 "	387.95	$\frac{1}{2}$ "
"	Fractional,.....	2	7 "	18 "	635.50	1 "
"	Entire,.....	12	8 "	18 "	598.56	1 "
"	Entire,.....	13	8 "	18 "	640.00	1 "
"	East of old Indian boundary line,.....	17	8 "	18 "	639.65	1 "
B	Entire,.....	24	4 "	19 "	502.05	1 "

UNIVERSITY LANDS—CONTINUED.

	Description.	Sec	Town	Range.	Acres.	Accepted as
B	Entire,.....	26	4 S	29 W	630.73	1 Section
A	A lot designated as the "Ship Yard,".....		2 "	11 E	414.50	1 "
D	Entire,.....	8	1 N	10 "	640.00	1 "
"	Entire,.....	9	1 "	10 "	640.00	1 "
"	Entire,.....	30	1 "	10 "	639.96	1 "
"	Entire,.....	31	1 "	10 "	639.52	1 "
F	Fractional S. W. $\frac{1}{4}$ N. of Grand River,.....	1	6 "	9 W	73.01	$\frac{1}{4}$ "
"	Frac'l N. of Grand River,	2	6 "	9 "	602.52	1 "
"	Frac'l S. E. $\frac{1}{4}$,.....	3	6 "	9 "	160.00	$\frac{1}{4}$ "
"	Entire,.....	27	7 "	10 "	587.80	1 "
"	East half of Grand River,	22	8 "	11 "	308.63	$\frac{1}{2}$ "
"	North half " "	23	8 "	11 "	318.80	$\frac{1}{2}$ "
"	Fractional, " "	13	7 "	12 "	443.85	$\frac{1}{4}$ "
"	West half,.....	23	7 "	12 "	320.00	$\frac{1}{2}$ "
"	West half,.....	26	7 "	12 "	320.00	$\frac{1}{2}$ "
"	Fractional,	12	7 "	14 "	567.81	1 "
"	Fractional,	30	10 "	15 "	557.25	$\frac{3}{4}$ "
Total,.....					44,419.02	71 $\frac{1}{2}$ Sec's

A. This lot was reported by Gov. Cass, on the 14th of May, 1827; accepted by the University as one section on the 25th June, 1827, and approved by the Commissioner as a selection on the 7th of July, 1827.

B. Reported by Gov. Cass 12th February, 1830; approved by the Secretary of the Treasury, March 13th, 1833.

C. Reported by Gov. Cass 13th July, 1830; approved by the Secretary of the Treasury, March 13th, 1833.

UNIVERSITY LANDS.

D. Reported by Gov. Cass, July 13th, 1830; approved by the Secretary of the Treasury, July 2, 1834.

E. Reported by the Register at Kalamazoo, as selections on the 13th March, 1837; approved by the Secretary of the Treasury, July 8th, 1837.

F. Reported by the Governor of Michigan, Dec. 19th,

1837; approved by the Secretary of the Treasury, June 21st, 1838.

G. Reported by the Register at Kalamazoo, April 7th, 1832; approved by the Secretary of the Treasury, March 13th, 1833.

NOTE.—The River Lots, 1, 2, 7, 8, 9, 10, were reported as selections by Gov. Cass, May 20th, 1827, and approved by Commissioner, July 7th, 1827.

COPY.

I Certify that the foregoing, on pages 1, 2 and 3, is a correct list of tracts of land selected for the University of Michigan, and approved by the Secretary of the Treasury, under the provisions of the act of 20th May, 1826, entitled, "An act to appropriate lands for the support of schools in certain townships and fractional townships, not before provided for;" and the second proposition of the act of 23d of June, 1836, entitled, "An act supplementary to the act entitled, an act to establish the northern boundary line of the State of Ohio, and to provide for the admission of the State of Michigan into the Union, on certain conditions."

In testimony whereof, I have hereunto signed my name, and caused the Seal of the General
[L. s.] Land Office to be affixed, at the City of Washington, this 27th day of March, 1844.

(Signed,)

THEO. H. BLAKE,

Commissioner.

EIGHTEENTH ANNUAL REPORT

OF THE

Board of Regents of the University of Michigan.

UNIVERSITY OF MICHIGAN, }
Ann Arbor, 1856. }

HON. IRA MAYHEW, *Superintendent of Public Instruction:*

SIR:—I have the honor to transmit the Eighteenth Annual Report of the Regents of the University of Michigan, with the accompanying documents.

Very Respectfully,

J. L. TAPPAN,

Secretary.

ANNUAL REPORT

*To the Board of Regents of the University of Michigan,
made October 15th, 1856, by Henry P. Tappan,
D. D., LL. D., President of the Board.*

To the Honorable, the Board of Regents:

GENTLEMEN:—I am happy to report to you the continued prosperity of the University.

In the Medical Department no change has taken place in the corps of Instructors.

In the Department of Literature, Science, and the Arts, REV. E. O. HAVEN, D. D., Professor of History and English Literature has resigned his Chair. The vacancy is supplied, for the present, by Rev. JOHN LORD, the well-known and distinguished Lecturer on History, and by Mr. D. C. BROOKS, a recent graduate of the University. Lieut. WM. P. TROWBRIDGE, a graduate of the West Point Military Academy, of the Corps of Engineers, and recently connected with the Coast Survey Service, has been appointed Professor of Mathematics in the Scientific Department.

The number of Students during 1855–6, was as follows:

In the Medical Department,.....153

In the Department of Science, Literature, and the Arts, 251

Total,.....404

Of these, there graduated,

In the Medical Department,.....30

In the Department of Science, Literature, and the Arts, 20

Total,.....50

Up to the date of this Report, there have been admitted,
during the present term,

In the Medical Department, 111

In the Department of Science, Literature, and the Arts, 84

Total, 195

The whole number of Students connected with the Institution, at present, is as follows:

In the Medical Department, 153

In the Department of Science, Literature, and the Arts, 300

Total, 453

This number will, probably, be considerably increased during the year, inasmuch as Students continue to enter, and the course of Analytical Chemistry has not yet been commenced.

Our noble Observatory is in successful operation, and has attained a reputation both at home and abroad, which places it among the first Observatories of the world.

During the past summer, we have been engaged in the erection of an Analytical Laboratory. This is now nearly completed, and will unquestionably be unsurpassed by anything of the kind in our country. Here Students will be taught practical Chemistry in the fullest sense; and this invaluable science will receive its applications to Agriculture, Manufactures and the Arts. Each student goes through a series of analyses with his own hands, under the eye of the Professor, and is enabled to acquire both the skill and the knowledge required of a practical chemist.

The School of Engineering, under Professors PECK and TROWBRIDGE, will afford the highest advantages for producing scientific and practical Engineers, to supply the increasing demands of the West, as well as of the country at large.

It thus appears that our University is directly connected

with our great material and public interests, and is calculated to subserve them, beyond any institution in the great Northwestern and Southwestern regions.

Our collections in Natural History have received a most important addition, through the instrumentality of Prof. TROWBRIDGE, consisting of three hundred specimens in Zoology, being the duplicates of collections made by him on the Pacific coast for the Smithsonian Institute, and of seven hundred more, generously furnished us by the Institute. We shall thus possess one of the richest Museums in our country.

While the Scientific Department has been enlarged in its provisions and increased in its efficiency, the Classical Department has not been neglected. Professor FRIEZE, who has recently returned from Europe, has brought with him some valuable additions in books, maps, engravings, photographs, and copies in plaster and *Terra Cotta* of some of the most beautiful antiques of the great museum of Naples, of the Vatican, and of the Louvre. We have recently learned, too, that a friend of the University is about to send abroad Professor Bradish for the purpose of making an extensive collection of similar copies.

For the purpose of affording some decent accommodation to our Library and various collections, the central portion of one of our buildings has been altered, and fitted up with suitable cases.

We have, indeed, been engaged in developing our great scheme with diligence and economy to the full extent of our means; and have already created a flourishing Institution which will not be dishonored by a comparison with the first Institutions of the land. But we cannot conceal from ourselves the fact that it is impossible to proceed much further on the ascending scale without increasing the resources of the University.

In previous reports our wants have been set forth. We

want books ; we want apparatus ; we want a chapel ; we want additional instructors as the number of our students increases, and as we aim to develop the proper University course, and to complete all our Departments.

In advocating before the Legislature and the citizens of this State, the wants and the claims of the University, we are anxious that its true position should be understood, and its relation to our entire system of public education.

An entire system of public education comprises three grades, and can comprise but three grades : the Primary, the Intermediate and the University. These three grades occupy three stages of human life—childhood, youth, and early manhood.

The Primary School comes first, as childhood comes first. All human learning begins with the alphabet. In its narrowest and most determined compass, it comprises the arts of spelling, reading, writing, and the simple calculation of numbers. As actually developed, it runs more or less into the second grade, and occupies the early part of youth, as well as the whole of childhood. But the Primary School, at best, does not so much afford education as a preparation for education. Here principles are not gained, nor opinions formed, nor is intellectual discipline achieved. Under the most favorable circumstances a beginning may be made in education, but no ripeness is possible. Many, indeed, who have enjoyed only the advantages of a primary school do become men of intelligence and of considerable cultivation ; but this is accomplished by reading books, periodicals and newspapers, and by observation and experience amid the affairs and duties of life. And such men always lament the loss of a more extensive training, and prove the friends of the higher institutions of learning. They learn to estimate the value of these from their unaided efforts ; and they see very clearly that the books, periodicals and newspapers, from which their diligence has enabled them

to gain so much, could never have come into being had not higher institutions of learning existed somewhere for the training of scholars and authors. They understand, too, that our Navigation and Railroads, and consequently our Commerce, our Manufactures, Agricultural and Mechanical Arts, our Laws and Religion depend upon science and various learning. These have not grown up spontaneously, but are the results of scientific investigation, and learned labor. Developed thought—high education lies at the foundation of all our improvement and prosperity; and if we have not the institutions to rear up the men adequate to the great works of science and learning, they must be furnished, somewhere in our world, or else progress would be at an end.

It is plain, then, that the common school cannot meet our wants, and that we must go on to other grades.

The second grade occupies the period of youth—of adolescence or growth. This is the period when the foundations of knowledge and character can be most amply and securely laid. After diligence may make up many deficiencies, but can never fully repair the losses of a wasted or neglected youth. In youth the human being, both physically and mentally, has all the freshness and vigor of primal development; and knowledge and discipline then imparted are like seed sown in a virgin soil. That, certainly, must be a most defective system of education which provides only for childhood and early youth, and neglects those years which precede and usher in manhood, and impose upon young men, who aim at scholarship, the necessity of studying in manhood what ought to have been completed during their adolescence. If we have the common school, which embraces the first fourteen years of life, and making rather a preparation for education than affording education itself, ought we not also to have another grade of school, embracing the next five years, competent to disci-

pline and unfold the faculties, and to impart thoroughly the elements of Science and Literature?

Now let us conceive of schools thus constituted, and prepared to receive pupils even when they have just passed through the primary stage—say, at eight years of age—and thence to conduct them step by step until eighteen or nineteen years of age, aiming to adapt the studies to the unfolding capacities, and making study to follow study in proper logical order, so that one shall naturally introduce another; and do we not see how time would be saved by a consistent method, how haste and superficiality would be prevented by a constant, thorough and even progress, and how knowledge graduated to the proclivities, tastes, wants and capabilities of the mind, would become a perpetual delight, and education grow into a nourishing element and an easy and pleasant habit of our being, and we should come to know, to think, and to improve, as we breath the air, see by the light, drink from the fountain, and exert our limbs in the joyful activities of childhood and youth. Man was made for knowledge, and for education; and although the pursuit of the one, and the discipline imposed by the other, demand labor, industry and diligence, they are far removed from uneasiness, penance, suffering, and disgust.

Three things are gained by a proper ordering of the intermediate grade of education: a thorough acquaintance with the elements of science and literature, and a ready command of them; a discipline of the mental faculties commensurate with their growth; and the art and habits of study. It is the noble apprenticeship of the scholar.

If the student proceeds no further, he will now be prepared to enter upon the duties of life as an intelligent, cultivated and practical man. And as many are prevented by circumstances from advancing beyond a common school training, so many also, and probably the greater proportion might not aspire after anything beyond the intermediate

grade. Circumstances, tastes, aims in life, would lead to various determinations.

But let it be remembered that the intermediate grade embraces only the apprenticeship of the scholar. The man of ripened research—the mathematician, the astronomer, the chemist, the physicist, the naturalist; and the man of letters—the philologist, the metaphysician, the rhetorician, the historian, the critic, the classical and elegant scholar, the finished orator; and the professional man—the divine, the lawyer, the physician, do not yet exist. As the primary grade makes the necessary preparation for all education, so the intermediate grade affords the preparatory knowledge and discipline for high and perfected attainments in science and literature, and in professional learning.

But how are these high and perfected attainments to be made? They have been and may be made by solitary study. Indeed, every kind and degree of knowledge has been gained in this way. But these are the excepted instances of extraordinary genius and application; and as the primary and secondary grades cannot be resigned to this mode with any prospect of wide-spread education in these grades, so neither can the highest grade be resigned to it with any prospect of raising up a sufficient number of scientific, literary and professional men to meet the wants of the world. Hence the necessity of Universities, as the highest form of educational institutions.

A University is a collection of finished scholars in every department of human knowledge, associated for the purpose of advancing and communicating knowledge. To accomplish these purposes, they gather around them books on all subjects without any limit, specimens of art, specimens of natural history, apparatus for illustrating the laws of nature and for prying into her secrets; in fine, whatever may aid them in thought, investigation and dis-

covery, and in making known the results of their labors. Living together, they aid and stimulate each other. They form a centre of light, and irradiate it far and wide for the glory of their country, and for the good of mankind. They create an atmosphere filled with inspirations to thought, research and culture. Young men who have passed through the intermediate grade, and hence, who have learned the art and formed the habits of study, resort to them, to hear their lectures, to breathe their spirit, to copy their example, and to submit themselves to their guidance. Thus they multiply and perpetuate themselves. They instruct orally, and they instruct by books. They instruct their own country and times; they instruct foreign countries and future generations. They bring to bear the highest powers of mind, ripened and furnished to the highest degree upon those great subjects which embody all civilization, lead on all improvement, and multiply the enjoyments, elevate the condition, and determine the destiny of the race.

Where only the lower grades of education are found, a nation must ever remain imperfect in its civilization, must fail in the higher ends of social and national existence, and must be in a condition of servile dependence upon the cultivated nations for those works of science, art and literature which are indispensable to even material prosperity. But more than this; where only the lower grades of education are found, even these cannot be brought to perfection. The highest institutions are necessary to supply the proper standard of education; to raise up instructors of the proper qualifications; to define the principles and methods of education; to furnish cultivated men to the professions, to civil life, and to the private walks of society, and thus to diffuse everywhere the educational spirit. The common school can be perfected only through competent teachers. These can be provided only by institutions

like the normal school, which belong to the intermediate or second grade of education. But the teachers of the normal schools, again, require other and higher institutions to prepare them, such at least, as the academy, gymnasium or college; and these, the highest forms of the intermediate grade, can only look to the university for a supply of instructors. He who has passed through the common school is not fitted to teach a common school. He who has passed through a normal school is not prepared to teach a normal school. He who has passed through a union school or an academy is not prepared to teach it. The graduate of a college is not prepared to become a college professor. But the direct object of a university is to prepare men to teach in the university itself, or in any other institution. Hence, those who in the universities become doctors—which means simply teachers—are by that very degree admitted to the vocation of a university instructor.

Thus on the one hand, the lower grades of education do not possess in themselves the power of advancing to the higher grades, inasmuch as their advance implies the superintendence and aid of the higher grades. This is confirmed by the whole history of education, which shows that the educational movement began with men of extraordinary gifts and attainments, who founded first the higher order of schools, and that education spread from the few to the masses.

Nay, the lower grades would deteriorate, did not universities exist somewhere to supply standards of education, books and scholars. The universities of Europe are, at this moment, affording us this supply. Many of our young men are educated there. Their scholars are transplanted here. We depend upon the scientific and critical labors of their learned men, who furnish the original works from whence our editions of the classics, and our own scientific works are derived.

On the other hand, wherever the properly developed universities exist, and are allowed to exert their natural and legitimate influence, the lower grades of education cannot fail to come into existence, and to reach their normal measures of excellence.

Let us suppose a complete university to be planted in one of our new states where education has as yet received little or no development. We do not now discuss the possibility of such a movement, although, we believe it possible. Our only inquiry is, what must be the natural influences of such an institution upon the entire system of education?

1. A society of from fifty to a hundred scholars would be constituted, forming that centre of light, creating that inspiring atmosphere of which we have spoken above. The members of such a society would mutually aid and inspire each other, and in both social and academic relations make their power to be felt. They would act like leaven, leavening the whole mass.

2. A high and proper standard of education would thus from the beginning be held up before an active and growing community. The influence of such a standard upon the sentiments and practice of a people in relation to education would be analogous to the influence of a perfectly cultivated farm upon the surrounding agriculture, or of a manufactory of the highest grade upon the surrounding arts.

In respect to all the works of men, the more perfect the standard and models the more potent their influence. Even the most common works in their kind are brought to a higher perfection in the presence of the highest perfection. The nation that builds the huge and majestic steamships, and the swift sailing clippers with all the magnificence of naval architecture, builds also the swiftest and most beautiful boats and yachts.

So the nation or community that builds up universities

of the highest perfection will have every grade of education in the most perfect state. This is verified by the example of modern Germany. And so the new state supposed would be quickened and directed in all its efforts for general education, by the presence of its great university showing to it continually how far education may reach, expounding the true principles and methods, presenting the ripest examples, and sending into the field laborers who fully understand their work. We are no more to wait for universities to grow up as the last result of a ripe civilization, than we are to wait for railroads, steamships, manufactories, commerce, and the perfect form of all the industrial arts, as such a result. On the contrary, we are to create all as early as possible to hasten on civilization. All are necessary to civilization, and therefore none are to be delayed.

3. If the question be asked, where will the students come from that are to fill the lecture rooms of the university in a new State? we reply, it would attract them from other States, and it would call them from the bosom of the new State itself.

A completely furnished university becomes a great point of attraction wherever it may be planted. Students widely scattered come flocking into it. Where the mines of knowledge are opened, there the seekers after knowledge congregate. This accords with the whole history of universities. History does not record one instance of a properly constituted university which proved a failure. Once in existence it must live on. It perpetuates its own professors; it has a charm to draw together students. And these foreign students become an affair of great moment to a new State, by adding to it a most important element of population—of that very population which it needs; for the institutions of learning of every grade, and the various walks of life, political, industrial, commercial and artistic, making loud calls for educated and energetic young men,

would be likely to retain in the new, fresh, and hopeful community those who had been educated there. That it would call out students from the population of the new State itself is equally plain. All will grant at once that a new State must have, at least, common schools. Among the multitude collected in these schools there are always some who seek for a higher education, led on by a native love of knowledge, or by the demand for educated men in the professions and the useful arts. This class would see at hand the great institution prepared to furnish professional, literary, and scientific education. All that would be required would be the necessary preparation for entering it; and its very presence would awaken aspirations and quicken exertions. Thus would arise a demand for preparatory schools. It would now become the care of the university to establish these schools. The great want would be the want of teachers. This would be supplied by the university itself from its foreign students; or, if necessary, it would seek out teachers in all directions. It would naturally become its interest to create preparatory schools of the best character. If nothing else would meet the first wants, the professors would themselves open a preparatory school in connection with the university; and thus the whole machinery of education would be set in motion. The university would be a great board of education devoted to the cause of general education. It is evident that the common schools would share largely in this beneficent superintendence. Normal schools would now be erected, because teachers for normal schools could be supplied; and thus common schools would be perfected also. We have said that all learning must begin with the alphabet; the university, therefore, cannot be indifferent to that lowest grade of education which forms the logical starting point of its own development.

How slow and difficult is the movement where a State

begins simply with the common school! Here, if not in other grades of education, every thing depends upon the teacher; and no text book can supply his place, for the ability to use text books has yet to be gained. And a very large number of teachers is required to supply the common schools. Where, in a new State, shall they be obtained? The mature members of the community—those who may be supposed to have brought with them some degree of education—are mainly employed, necessarily, in the various kinds of labor and business which press upon a new community. And the children, and the young men and women are those who have to be educated. The supply must therefore be sought for abroad, and is likely to prove defective both as to numbers and quality. The common schools thus imperfectly organized, besides educating the children and youth, are the only institutions for rearing up native teachers. But boys and girls educated in common schools give little promise of competency as teachers. In such a system ignorance and incompetency may perpetuate themselves. If now we seek to establish normal schools for the preparation of teachers, then again, the teachers of the normal schools must be imported. But when this is done we are still destitute of instructors for academies and colleges; and these too, will have to be imported. The lower schools have no elements of growth and expansion into higher schools. But we have seen how naturally and inevitably the higher call the lower into being.

Nothing proves more decidedly the wisdom and foresight of "the pilgrim fathers" than the early establishment of a university. They landed at Plymouth in 1620, and in 1636 the general court voted a sum equal to a year's rate of the whole colony, towards the erection of a college. In 1638 John Harvard, who arrived in the bay only to fall a victim to the most wasting disease of the climate, desiring to con-

nect himself imperishably with the happiness of his adopted country, bequeathed to the college one-half of his estate, and all his library. The infant institution was a favorite; Connecticut and Plymouth, and the towns in the East, often contributed little offerings to promote its success; the gift of the rent of a farm was a proof of the care of the State; and once at least, every family in each of the colonies gave to the college at Cambridge twelve pence, or a peck of corn, or its value in unadulterated wampum^{peag}; while the magistrates and wealthy men were profuse in their liberality. Harvard college was designed to be one of the colleges of a great university established after the model of the English universities. Bancroft, from whom we have extracted the account of the establishment of Harvard college, adds the remark: "the college, in return, exerted a powerful influence in forming the early character of the country. In this, at least, it can never have a rival."

No new State of our confederation can ever begin its career under the disadvantages of the colony of Massachusetts, sustained as every new State and Territory now is by the surrounding States. How much easier, for example, to establish a university at St. Paul than it was to establish one at Cambridge! And what were the results of this measure upon the whole system of education? It was ever the custom, and it soon became the law, in Puritan New England, that "none of the brethren should suffer so much barbarism in their families, as not to teach their children and apprentices so much learning as may enable them perfectly to read the English tongue." In 1647, "it was ordered, to the end that learning may not be buried in the graves of our forefathers, that every township, after the Lord hath increased them to the number of fifty householders, shall appoint one to teach all the children to write and read; and when any town shall increase to the number of one hundred families, they shall set up a grammar school;

the masters thereof being able to instruct youth so far as they may be fitted for the university." Bancroft's History, vol. 1, pp. 458-9.

Massachusetts has ever since taken the lead in popular education. At the present day, without any permanent school fund, she has the first university of the land, and an unsurpassed system of common, normal and grammar schools. Massachusetts endeavored, from the beginning, to establish an entire system of education. She has not, indeed, a completely organized university, but she has approached nearest to the realization of one of all the States of the Union. These broad and general views give the explanation of her success.

Nothing is more evident than that the three grades of education—the primary, the intermediate, the university—are all alike necessary. The one cannot exist, in perfection, without the others ; they imply one another.

We often hear the remark, that the common school is the great institution for the people—the university of the people. How erroneous this is, and how fatal it would prove to general education, may be gathered from the foregoing discussion. The common school is the common school for the people; the intermediate schools—consisting of grammar schools, academies, union schools, and colleges are no less for the people; and the university—the highest grade—is for the people equally with the common school—the lowest grade. All institutions of learning are for the people, for all are necessary to the general good, and all are open to them without discrimination. They are all *popular*, therefore, under any rational and just construction of the word *popular*. Even on the continent of Europe the sons of poor men have free access to the universities, and like Heyne, who was the son of a weaver, become renowned scholars, and occupy the professor's chair. How much more must this prove true in our own country where uni-

versal equality of privilege prevails! And yet this sentiment that the common school is peculiarly the institution of the people has more or less marred the educational system of our country. This effect has appeared in two ways:

First. It has concentrated legislation and State superintendence, mainly upon the common schools while the intermediate schools, including colleges, have been left very much to private enterprise, and to religious sects.

As a consequence, while the common school has attained to something like a uniformity of system, there is every variety of school in the intermediate grade. Private individuals with various degrees of competency and incompetency have established schools for both sexes—bearing the title of high schools, institutes, collegiate institutes, &c., in which each proprietor forms his own system, and makes his own experiments in education. When a scholar and a man of philosophic insight undertakes an institution of this kind, we may expect the development of a good system, and the establishment of a good school. But it is likewise to be expected that mere pretenders to knowledge shall get up schools which may answer the purpose of pecuniary profit to their proprietors, if they fail in bestowing much education. Thus the most important period of human life is often wasted through the defects of the schools themselves, or through the fickleness of the pupils or of their parents and guardians in attempting a variety of schools, stimulated by boastful programmes, or by the fashionable reputation which some schools gain over others. Private schools, too, have the disadvantage of being so expensive that persons of moderate means cannot avail themselves of them for the higher education of their children. In this state of things, common schools, which provide only for the first few years of life and which give at least only an incipient education, compose mainly the public system of edu-

cation, and receive appropriations of funds which make them absolutely free schools, or reduce the annual cost of tuition for each pupil to the price of a hat or a pair of shoes; while the intermediate schools which really afford educational discipline, and make preparation for the business of life, or for entrance upon still higher spheres of study, are excluded from the public educational organization, and are either left entirely unprovided for, or receive irregular and inadequate appropriations.

The religious sects have done a good work in establishing colleges and have given them a uniformity of system. But these multiplied without being sufficiently endowed, too generally struggle for an existence, fall short of a proper development, and fail to meet the wants of a higher education. In consequence, too, of being left to religious sects, colleges have come to be regarded as of the nature of sectarian institutions—a mere introduction to schools of theology. And yet there is nothing in the course of study to be pursued at the colleges which makes them more sectarian than common schools. Languages, mathematics, physical science and rhetoric have no peculiar theological aspect any more than reading, writing, arithmetic and grammar. If it is thought desirable that educational training should be conducted under denominational auspices, and that peculiar religious sentiments should be infused at the same time, the argument thence derived would apply with much greater force to common schools which receive pupils at the most impressible period of human life, and when a religious bias is generally communicated.

But the sentiment that common schools are peculiarly popular institutions of learning, by leading to a neglect of the higher institutions, has compelled the religious sects to take charge of them, and to give them this theological aspect; so that both the sentiment and its consequences have operated as impediments to the full organization of public systems of education; and that grade of schools

which beyond all others is disciplinary, and which forms the keystone of the grand arch of education, is virtually excluded. The State of New York has proceeded so far as to encourage the establishment of academies by making appropriations to them; but she has not ordained their existence as the Pilgrim Fathers did, nor taken measures to incorporate them into her system with distinct and prescribed features. In other States, and our own among the number, they are not recognized at all. That wide gap between the common school and the college remains unsupplied; and the college itself remains generally a denominational institution.

But this sentiment, in the second place, has operated against the establishment of universities. Universities, strictly speaking, do not, as yet, exist among us. They are institutions of such magnitude, requiring so large a number of professors, such extensive libraries, and such a complete supply of apparatus and the material of learning, generally, that no private means, nor even the means rationally to be expected from any single religious denomination, can suffice for their establishment. Besides, in their nature they cannot be of any private or denominational interest; they stand related to the culture of the whole community; they are even cosmopolitan. Most clearly, therefore, universities are the appropriate work of States. And yet, while large sums have been expended on common schools, under the idea that thus the expenditure was made directly for the benefit of the people, the creation of universities has been neglected as institutions remote from popular interest. At the time the State of New York received her share of the surplus fund, constituting an immense sum, her school fund was already so large that the annual cost of common school education was about seventy-five cents for each scholar. With what ease she might then have established a great university! She

might have completely furnished it with books, and apparatus, and museums, and galleries of art, and called together renowned scholars at home and from abroad. She might have filled up the space between the common schools and the university, inviting in the existing colleges, and thus completed a compact and magnificent system of education. But what did she do? She made additional appropriations to the common schools. She has also, it is true, made occasional appropriations to colleges of moderate amount; and she makes appropriations to academies, but without knitting them together into a system. She has created no university, and she has created but one normal school. She cheapened education where it was cheap enough already. To improve education ought to have been her great object. To improve it, it was required that she should call into being the two great co-ordinates of the common school—the intermediate schools and the university. The prejudice which would confine all public aid to popular education prevented a full development of popular education. In other States we may trace the same prejudice producing the same effects.

There are still other respects in which we have suffered by a prejudice which has prevented the rise of universities. Having no institution that can supply their place in producing men of profound science, and finished scholars in the different branches of human learning, we send our students abroad to complete their education, or we compel them in a private and isolated way to advance themselves in chosen departments of knowledge, without the sympathy and aid of learned associations. Hence, we do not raise up a sufficient number of learned men to preside over and infuse life into our educational systems; to serve as eminent professors; or to pursue original investigations in science, and to furnish us a literature that shall enable us to take our stand among the nations of the old world in intellectual

greatness and progress. And our professional schools, scattered here and there, and, often, in fact, little more than private establishments, instead of raising up learned theologians, lawyers, and physicians, admit, to a great extent, illiterate men to professional study, and send them forth to professional labor, wearing ancient and venerable titles, which, if rightly interpreted, only reproach their sciolism. We cannot cure all this except by that concentration of intelligence, means and efforts which take place in a university.

In considering the three grades of education, we cannot fail to see that as we rise from the lower to the higher, the number of institutions diminish, while the means and preparations required for each particular institution increase. Common schools must be scattered all over the country so as to bring the rudiments of learning in every man's neighborhood. But each school requires, ordinarily, only one teacher, few books, and little apparatus of any kind. Hence, the cost to each pupil, even where there is no school fund, must be at the lowest rate of tuition; and the common school, at least, may be brought within the range of every one. And this is just as it should be, as all education must begin here, so none can dispense with these rudiments of learning, whether immediate wants, or after progress be considered.

But, as all who begin do not proceed onward, when we come to the second grade fewer schools are needed, but more teachers, and more varied and abundant preparations for each particular school. And here the expense of education must correspondingly increase. The same principle, evidently, holds good through all the gradations of education.

As we advance upward, therefore, the necessity for public endowment increases more and more. Without this, either the higher schools cannot come into existence at all,

or must prove so expensive that few can resort to them. Common schools can be created and supported with comparative ease. The higher institutions require greater means and more concentrated exertion.

Now, although only a small proportion proceed to the second grade of education, and a still smaller proportion to the highest grade, nevertheless upon their education the vital interests of all education, and the general advancement and prosperity of the community, depend. The number of professors and teachers of all kinds, of professional men, of mechanics and engineers, and of all who perform the chief offices of society, is small compared with the whole population, and yet it is of the utmost importance to the general good that these should be of the highest qualifications. What a defective system of education must that be which affords to all only the beginning of education, but makes no provision for the complete education of any! Is that the only popular education which is universal only in proportion to its imperfection? Is not that also a popular education which provides the best qualified men for the service of the people? And if we desire to add still another feature to the popular character of the highest education, let us by endowing the institutions which afford it, make it so accessible that the poorest may not be debarred from it, if they choose to have it.

We now turn to our own State to enquire how far we have advanced in the development of public education as a system.

It is to the honor of Michigan that she has conceived of a complete system of public education running through the three grades we have discussed above. Nor do these grades exist merely in name. She has established the primary grade of schools and made them well nigh free. She has laid the foundation of an institution which admits of being expanded to a true university. In former days, she had

had her "branches" belonging to the intermediate grade; and now we see rising up those invaluable institutions, the "Union Schools," belonging to the same grade.* We say not that legislation has adequately reached the entire system, or made provision for its development; but the idea of the entire system is abroad among the people; it has not been absent from our legislation; it has appeared in the reports of Superintendents and visitors, and in other documents; and the people, at this moment, unaided by any special appropriation, are organizing above the district school, the best schools of the intermediate grade, less than a college, which have yet existed among us; and are erecting large, tasteful, and convenient edifices for their accommodation. These ideas, spontaneously working in the minds of the people, these spontaneous efforts to create schools of a higher grade must determine future legislation, and indicate the grand point to which our educational development is tending.

While we congratulate ourselves upon what has already been successfully accomplished, and upon the fair promises of the future, it is of the utmost consequence to us to comprehend clearly what yet remains to be accomplished for the perfection of our educational system. Let us then review the three grades of education as at present existing.

1. The primary grade, or the common school. This can be perfected only by a sufficient supply of competent and permanent teachers.

The great evil throughout our country, in respect to common schools, has ever been, that the necessity of supplying so many districts with some degree of primary instruction, has unavoidably led to the employment of a large number of inferior teachers; and when teachers well qualified have been employed, the compensation has been so low that they have been disposed to follow the vocation only as a tempo-

* For the views of the Superintendent of Public Instruction on this subject, see pp. 18 to 18 and pp. 47 to 71 of this volume.

rary expedient, and until some more profitable employment could be found. A very considerable proportion of teachers, too, are young men in pursuit of an education, or a profession, and who, of course, regard the common school as a field of mere temporary labor. It may be a long time before this two-fold evil is entirely removed. What remains to us is to pursue a system which shall most effectually tend to remove it.

Now, *competent* teachers can be secured only through the proper development of normal schools, and of the schools generally, which compose the intermediate grade. *Permanent* teachers can be secured only by increasing the rate of compensation. The latter will come about as an enlightened public opinion sets a more just estimation upon the value of a teacher's services. The progress of general education will itself effect a change, for the educated alone value education aright.

In the distribution of the school fund the object should be not merely to reduce the cost of education to the pupil, but, much more, to improve the quality of the education. Education should be regarded as the most necessary of all wants, and we ought to be, at least, as willing to pay for it as for food or clothing. It would be wisdom, therefore, in the distribution of the fund, to award such a compensation to a teacher who bears in his hand a diploma from the normal school, as would form an inducement to individuals to pursue a thorough course at that institution, and to regard the vocation of teacher as a permanent one.

2. The intermediate grade. This is composed, as we have before shown, of the normal school, the union school, or academy, and the ordinary college, besides many private institutions of various denominations designed for either sex.

The college exists in our country as the highest grade of educational institution, with the exception of a few in-

stitutions where the college forms a branch of what is designed to be a university organization. Whether the union school or academy will ever be expanded so to embrace the whole intermediate grade, eliminating the college from the university, and reaching the compactness of the German gymnasium, time alone can decide. The point of immediate interest is the improvement and adequate endowment of the union school or academy, and of the normal school, and the multiplication of these institutions to an extent that shall enable us to accomplish the following ends:

First. A higher education than can be gained at the common school, and one adapted to the wants of young men purposing to become mechanics, farmers or merchants; in other words, that kind of education which is usually styled a commercial or business education.

Secondly. The higher education of young women embracing those studies and accomplishments, for which they are now sent to distant boarding schools at great expense.

Thirdly. The education of teachers, for our common schools. A portion of this education might be gained in the union school, and a portion in the normal. That gained in the latter would relate particularly to the theory, method and art of teaching.

Fourthly. The preparation of pupils for any college to which their inclination may lead them; but ordered in particular reference to the collegiate department of the State university. This reference would create a uniform standard, and would not prejudice the preparation for any other institution.

In contemplating these ends so necessary, and so important, it is a matter of astonishment that this intermediate grade of education should not have been made a distinct subject of legislation, in its whole extent, and provided for by some adequate fund. Thus far, only a normal school,

and more recently an agricultural school, have attracted legislative action. If the prejudice already pointed out has proved the great obstacle, may we not hope that it will speedily be dissipated. Every friend of the higher education, must, of necessity, be the friend of common schools, for the simple reason, if no other, that he who would read Milton's grand epic must first study Webster's spelling book, and that he who would study the Calculus must first learn the multiplication table. And for the same reason, if no other, he must be the friend of every kind of school in regular gradation. We regard education as a great whole, having its beginning, its middle, and its end; and applicable to the diversified interests—to the highest good of mankind.

3. The university grade. This comprehends the highest cultivation possible to man. From the multitude of objects which it embraces, and the number of professors and the multifarious means which it requires, it must necessarily be the most costly of all the grades. But then, not many universities are required, compared with the lower institutions. One university will suffice for a State; perhaps, at present, one will suffice for several States. Eminent scholars of our country have proposed a great National University; and Washington, New York, and Albany have been severally named as the seat of it. But one university cannot meet the wants of this great nation. England has three; Scotland has four; Prussia has seven; the institutions of learning in Paris alone seem like an assemblage of universities for the world. Whatever may be done at the East, is it unreasonable for us to plan one University for the great North-west, which shall be the parent of others, in due time, to spring up in this mighty region?

That State which first creates a university will give the highest tone and perfection to its whole system of education; will become the great centre of light, the grand point

of attraction ; will possess the most intelligent and powerful population ; and will increase beyond all others in wealth and general prosperity. That State will become a land of wisdom, of refinement, of beauty, and of virtue. Emigrants from all quarters will rush to gain a possession within her borders. Men of intelligence and worth will covet to be numbered among her citizens. Her voice will be mighty in the councils of the nation. She will be the key stone of the arch of the Republic.

Are we indulging in vain speculations, and uttering empty boasts, when we say, that of all the States of the Union, certainly of all the States of the North-west, Michigan enjoys the fairest opportunity of placing herself on this lofty and splendid eminence.

Let us look at the facts which characterize her position.

Here are fewer obstacles to be overcome, compared with older States. The field is not occupied by old institutions, all alike governed by ancient prescriptions, and conflicting with each other on theological or other grounds. We have, indeed, a few denominational institutions; but these neither in plan, purpose, nor interest can come into collision with a State university—the common property of all, and, therefore, their property also, and as necessary to their development as to that of our educational institutions generally. We have an open field for our university, standing on the natural and necessary culminating point of our whole educational system. Upon it we can concentrate our means and efforts, without jealousy, and without competition. Established upon a fund arising from the sale of lands granted by the general government, it has already taken a high stand as far as developed, and may deservedly be ranked among the first institutions of our country. With aid from the State sufficient to complete its buildings, to enlarge its library and apparatus, and to establish its law department, it would very soon be surpassed by none.

But when a grant of land was given to the State of Michigan for establishing a university, and made absolutely inalienable from that object ; and when the founders of the institution gave it the title—UNIVERSITY OF MICHIGAN—a true university was contemplated, and not a mere college ambitiously bearing a name to which it was not entitled. This is evident from all the earlier educational documents of the State—documents which have often been referred to. The idea then is abroad ; we are a people accustomed to think of a university. It was unavoidable that in the inception of the institution the ordinary under-graduate collegiate department should be established. It may be wise always to continue it. But the time has come to agitate the question : What measures shall be taken to organize the University proper ? This would involve a Faculty of Science and Arts not merely to teach under-graduates, which is all that we have yet arrived at, but to lecture to graduates ; and the two faculties of law and medicine to lecture to graduates also. This is the grand point in which all the institutions of our country which take upon them, in any manner, university functions, fall short of the true university standard—the lectures in science and arts, in law and medicine, are not confined to graduates, but embrace those who have not pursued studies in the under-graduate department at all, and many who are not even prepared to enter it ; while all are indiscriminately candidates for university degrees.

The division of Faculties instituted in the Imperial University of France under Napoleon I., is, perhaps, the best that could be adopted. This division gives five faculties :

1. The faculty of theology. 2. The faculty of law. 3. The faculty of medicine. 4. The faculty of the mathematical and physical sciences. 5. The faculty of letters.

Omitting the faculty of theology, we should have four faculties.

If we should admit all to the lectures who might choose to attend, the true university law would still exclude from the university degrees in the several faculties all who had not pursued the previous under-graduate course.

So far in respect to the standard at which we are to aim.

Since the proper organization of a university requires many professors and a vast material of learning, it must involve a great outlay of money. The question, therefore, respecting the organization of the university, reduces itself to a pecuniary question. We can create a true university, and we can open it gratuitously to all students, if we can secure the necessary funds.

The idea of a great expenditure will startle many. They will be ready to say, this is a scheme which cannot be carried out: we must leave such institutions to the old world; we shall have them when we grow older and richer; such things take time.

Two of the greatest universities of Europe, those of Berlin and Munich, have grown up under our eyes; they were the work of a few years. The little kingdom of Greece has already a university with which even our oldest institutions of learning cannot compare; it comprises forty professors, eight hundred students, and a library of eighty thousand volumes. The kingdoms of Prussia, Bavaria and Greece, have not resources equal to any of our north-western States; for we have lands and mines of increasing and incomparable value. And recollect, Prussia has six universities besides the one at Berlin; of which that of Bonn, a very distinguished university, is of still more recent growth than the university of Berlin.

Why should we leave such institutions—the grand instruments of civilization—to the old world? Have we not an equal appreciation of knowledge and culture, equal enterprise and energy?

We have entered upon a race of competition with the old

world, in manufactures, the mechanic arts, and commerce ; why not enter upon a race of competition in science, letters and the beautiful arts, also ? Be assured, the unexampled activity and energy of our countrymen, if directed to these most worthy, most noble, and most necessary objects, will produce results which the world has not yet seen. What an honor to the Peninsula State to be the first in the race ? Can we not do it ? We have done many things which cost much more. The cost of a university will not equal the cost of a railroad ; nay, it will not equal the cost of a few miles of railroad. Railroads will wear out, and require to be replaced ; old routes will be supplanted by new ones ; but a university will stand forever, growing more and more lofty, spreading out its branches, scattering abroad its perennial fruits, filling the land with those knowledges which are the true sources of all improvement, of wealth, and of national greatness and power.

What a distinction and proud memorial, too, for this generation to leave behind it ! By all after generations our age will be held in remembrance as the age when truth, knowledge, beauty and culture were called down from above to dwell in the temples which we had erected for them.

But the practical question returns, how is it to be done ? Do we not know that there are within the boundaries of our State some millions of acres unappropriated ? A vast fund these will constitute, and a fund sufficient to develop on the noblest and most efficient scale our system of education comprised in the three grades we have been discussing.

Many plans of more or less utility may be devised for disposing of this fund. Amid these plans, it is possible that the whole may melt away, and leave no great public work—no enduring benefit to perpetuate its power. And if there are other plans of disposing of it of unquestionable utility, is there any that can compare with this, of conse-

crating it, forever, to the great cause of public education? Other plans may benefit only individuals; this will benefit all. Other plans may benefit only the present generation; the benefits of this cannot perish with ourselves, but will reach down to all future generations, and prove an immortal light in history. Other plans may involve doubtful experiments; this will be an absolute certainty.

Gentlemen of the Board of Regents—I submit to you the foregoing report, and the observations I have ventured to make in connection with it; and, through you, to the Superintendent of Public Instruction, to the Legislature, and to the people of our State.

HENRY P. TAPPAN,
President of the Board.

UNIVERSITY OF MICHIGAN, *October 15, 1856.*

REPORT OF THE FINANCE COMMITTEE.

The Committee of Finance respectfully present the following report:

Agreeable to the accompanying statement of the Secretary, (marked A.) the warrants drawn on the Treasurer by the authority of the Regents, since their last annual report, or from July 1st, 1855, to June 30th, 1856, inclusive, amount to the sum of..... \$28,026 47
 expended for objects specified in said statement.

The amount of cash received at the University, according to the report of the Steward, (marked B.) from the college of arts and sciences, is.....\$2,349 70

And from the college of medicine	
and surgery,	1,501 44
	3,851 14

Making the aggregate of expenditures for the year,.....	\$31,877 61
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For all expenditures made under the direction of the Steward, as set forth in his report, he has exhibited satisfactory vouchers.

STATEMENT OF CASH BALANCES.

Balance in the hands of J. M. Chase, Treasurer of the University, June 30th, 1856,.....	\$6,453 48
Balance in the hands of J. H. Vance, Steward,	
on account of library,	548 84

Cash loaned to President Tappan under resolution of the Board of Regents, to pay for equatorial telescope, &c., to be refunded when collected on subscriptions from citizens of Detroit, for the observatory,..... 4,900 00

Estimated Expenses of the University for the ensuing year, commencing July 1st, 1856.

Contemplated building and apparatus for erection and furnishing a laboratory of analytical and applied chemistry,..... \$6,000 00

Contemplated change in north college edifice, to adapt it to the reception of library and cabinet of natural history,..... 3,500 00

President and Professors' salaries,..... 22,000 00

Secretary, Steward and Librarian,..... 700 00

Treasurer, including traveling expenses and postage, 210 00

Insurance on University buildings,..... 445 00

Expenses of Regents, and Visitors appointed by the Superintendent of Public Instruction,.. 400 00

Library and printing,..... 1,200 00

Philosophical apparatus,..... 700 00

Instruments and apparatus for engineering department, 700 00

Grounds, buildings and contingencies,..... 1,000 00

Total,..... \$36,855 00

The following Reports are herewith appended. viz: Secretary, marked A.; Steward, marked B.; University Treasurer, marked C.; Commissioner of the State Land Office, marked D.; State Treasurer, marked E.

M. A. PATTERSON,
Chairman Finance Committee.

A.

REPORT OF THE SECRETARY.

HON. M. A. PATTERSON,

Chairman Finance Committee Board of Regents:

SIR,—Herewith I present you a statement of warrants drawn by authority of the Board of Regents on the Treasurer of the University of Michigan, for the fiscal year ending 30th of June, 1856.

Respectfully,

A. WINCHELL,

Secretary.

UNIVERSITY OF MICHIGAN, *July 7, 1856.*

REPORT OF BOARD OF REGENTS

STATEMENT.

No.	1855.	To whom drawn.	Object.	Amount.
292	July 2	J. H. Vance,	14 stuccoing M. edifice,	\$412 50
293	Aug. 10	" "	14 toward complet'g do	150 00
294	Sept. 16	" "	13 rep'rs & alts. Uni. B.	300 00
295	" 16	" "	9 bal. due on chem. app.	160 00
296	" 26	" "	14 compl'n Med. edifice,	298 34
297	" 26	" "	6 insurance,	37 50
298	" 26	" "	5 one quarter's salary, . .	125 00
299	" 26	A. Winchell, .	4 serv'cs as Sec. one qr.	25 00
300	Oct. 8	E. Andrews, .	1 s'rv'c's prof. comp. anat	300 00
301	" 8	J. M. Chase, .	3 serv'cs as Treas. one qr.	50 00
302	Nov. 2	S.H.Douglass	9 bal. due on chem's &c	160 00
303	" 26	J. H. Vance, .	7 print. Dr.Tappan's add	100 00
304	Dec. 17	" "	6 insurance,	24 75
305	" 20	H.P.Tappan, .	1 salary as President, . .	666 66
306	" 20	G.P.Williams	1 " in part Professor,	333 33
307	" 20	A. Sager, . . .	1 " " "	500 00
308	" 20	S.H.Douglass	1 " in part " "	383 33
309	" 20	L. Fasquelle, .	1 " " "	383 33
310	" 20	M. Gunn, . . .	1 " " "	500 00
311	" 20	S. Denton, . . .	1 " " "	500 00
312	" 20	J. R. Boise, . .	1 " in part " "	333 33
313	" 20	A. B. Palmer, .	1 " " "	500 00
314	" 20	E. O. Haven, .	1 " " "	333 33
315	" 20	A. Winchell, .	1 " " "	383 33
316	" 20	F. Brunnow, .	1 " " "	383 33
317	" 20	C. L. Ford, . .	1 " " "	500 00
318	" 20	H. S. Frieze, .	1 " in part " "	383 33
319	" 20	W. G. Peck, . .	1 " " "	383 33
320	" 20	J. H. Vance, .	5 " as Steward & Lib.	125 00
321	" 20	J. M. Chase, .	3 " as Treasurer, . . .	50 00
322	" 20	A. Winchell, .	4 " as Secretary, . . .	25 00
323	" 20	H. P. Tappan, .	12 Janitor at Observ'y, .	96 00
324	" 20	J. H. Vance, .	15 lumber, labor, &c. Uni.	371 92
325	" 20	J. M. Chase, .	15 travel & incid't'l exps.	22 51
326	" 20	W. Upjohn, . .	2 expenses as Regent, . .	42 10
327	" 20	H. H. Northrop	2 " " "	47 00
328	" 20	E. S. Moore, . .	2 " " "	48 00
329	" 20	M. A. Patterson	2 " " "	27 00
330	" 20	H. P. Tappan, .	13 trvl. proc'g prof. eng.	80 00
331	" 20	G. P. Williams	1 balance of salary, . . .	50 00
332	" 20	S. H. Douglass	1 " " "	66 66
333	" 20	L. Fasquelle, .	1 " " "	66 66

STATEMENT—CONTINUED.

No.	1855-6.	To whom drawn.	Object.	Amount.
334	Dec. 20	J. R. Boise, . .	1 balance of salary,	\$ 50 00
335	" 20	E. O. Haven, . .	1 " " "	50 00
336	" 20	A. Winchell, . .	1 " " " "	66 00
337	" 20	F. Brunnow, . .	1 " " " "	66 00
338	" 20	H. S. Frieze, . .	1 " " " "	66 00
339	" 20	W. G. Peck, . .	1 " " " "	66 00
340	" 20	C. P. Fanner, . .	1 serv. as Demonstrator, . .	100 00
341	" 20	H. P. Tappan, . .	15 sketch Uni. gr'ds & B. . .	25 00
342	" 24	J. H. Vance, . .	7 pur. of books for Lib. . .	500 00
343	" 27	" " " " " " . .	6 insurance,	70 01
344	Feb. 13	" " " " " " . .	13 imp. in & upon b'ld'gs . .	650 00
345	Mar. 10	" " " " " " . .	7 printing & lib. expen. . .	500 00
346	" 10	" " " " " " . .	15 eng. & tak'g 4000 imp. . .	300 00
347	" 11	" " " " " " . .	6 insurance,	275 10
348	" 25	H. P. Tappan, . .	1 salary as President, . .	666 66
349	" 25	G. P. Williams . .	1 " " Professor, . .	383 33
350	" 25	A. Sager,	1 " " " " . .	500 00
351	" 25	S. H. Douglass . .	1 " " " " . .	450 00
352	" 25	L. Fasquelle, . .	1 " " " " . .	450 00
353	" 25	M. Gunn,	1 " " " " . .	500 00
354	" 25	S. Denton,	1 " " " " . .	500 00
355	" 25	J. R. Boise, . .	1 " " " " . .	383 33
356	" 25	A. B. Palmer, . .	1 " " " " . .	500 00
357	" 25	E. O. Haven, . .	1 " " " " . .	383 33
358	" 25	A. Winchell, . .	1 " " " " . .	450 00
359	" 25	F. Brunnow, . .	1 " " " " . .	450 00
360	" 25	C. L. Ford, . .	1 " " " " . .	500 00
361	" 25	H. S. Frieze, . .	1 " " " " . .	450 00
362	" 25	W. G. Peck, . .	1 " " " " . .	450 00
363	" 25	C. P. Fanner, . .	1 serv. as Demonstrator, . .	100 00
364	" 25	J. H. Vance, . .	5 " " Steward & Lib., . .	125 00
365	" 25	A. Winchell, . .	4 " " Secretary,	25 00
366	" 26	Not issued, . . . . .	.....	.....
367	" 26	J. M. Chase, . .	3 services as Treasurer, . .	50 00
368	" 27	J. H. Vance, . .	15 bal. due for eng. & im. . .	238 00
369	" 27	" " " " " " . .	15 plan, &c. Analyt Lab. . .	25 00
370	" 27	" " " " " " . .	9 tables, &c. Chem. Lab. . .	263 50
371	Apr. 10	" " " " " " . .	14 cases for materia med. . .	200 00
372	" 16	" " " " " " . .	14 compl'g Med. edifice, . .	150 00
373	May 8	E. S. Moore, . .	2 expenses as Regent, . .	33 00
374	" 8	HH Northrop . .	2 " " " " . .	30 00
375	" 8	W. Upjohn, . .	2 " " " " . .	30 00

STATEMENT—CONTINUED.

No.	1855.	To whom drawn	Object.	Amount.
376	May 8	MA Patterson	2 expenses as Regent...	\$ 24 00
377	" 8	J. H. Vance, .	12 Janitor & imp. at Obs.	372 28
378	" 12	S. H. Douglass	15 construct'n Ana. Lab.	1,000 00
379	" 12	J. H. Vance, .	12 fence, &c. at Obs....	250 00
380	" 12	" "	5 serv. as Stew'd & Lib.	125 00
381	June 21	" "	14 furnace for Med. Col.	100 00
382	" 21	" "	7 Library,	200 00
383	" 21	" "	6 insurance,	36 75
384	" 24	H. P. Tappan.	1 salary as President,...	666 66
385	" 24	G. P. Williams	1 " Professor....	3-3 33
386	" 24	S. H. Douglass	1 " " ...	4 0 00
387	" 24	L. Fasquelle,	1 " " ...	450 00
388	" 24	J. R. Boice, .	1 " " ...	3-3 33
389	" 24	E. O. Haven, .	1 " " ...	383 33
390	" 24	A. Winchell, .	1 " " ...	450 00
391	" 24	F. Brunnow, .	1 " " ...	450 00
392	" 24	H. S. Frieze, .	1 " " ...	4-0 00
393	" 24	W. G. Peck, .	1 " " ...	450 00
394	" 24	J. M. Chase, .	3 services as Treasurer.	50 00
395	" 24	A. Winchell, .	4 " Secretary,	25 00
396	" 26	E. S. Moore, .	2 expenses as Regent, .	1- 00
397	" 26	W. Upjohn, .	2 " " ..	16 50
398	" 26	MA Patterson	2 " " ..	12 00
399	" 26	J. M. Chase, .	15 " Treasurer, .	4 82
400	" 26	J. H. Vance, .	12 " about Obs.,	475 00

Total,\$28,026 47

Summary showing the amount of warrants drawn for each general object, the distribution among the several objects being indicated by the numbers in the fourth column of the preceding statement, compared with the corresponding numbers prefixed to the following list:

1. Professors' Salaries,	\$19,049 89
2. Regents' Expenses,	327 60
3. Treasurer's Salary,	200 00
4. Secretary's Salary,	100 00
5. Salary of Steward and Librarian,	500 00
6. Insurance,	444 11

7. Library and Printing,.....	1,300 00
8. Medical College,.....	
9. Chemistry,.....	583 50
10. Natural History,.....	
11. Physics and Engineering,	
12. Observatory,	1,193 28
13. Academical Contingencies,.....	1,030 00
14. Medical Contingencies,.....	1,310 84
15. General Contingencies,.....	1,987 25
Total,.....	<u>\$28,026 47</u>

A. WINCHELL, *Sec.*

University of Michigan, July 7, 1856.

B.

REPORT OF THE STEWARD OF THE UNIVERSITY FOR THE YEAR ENDING JUNE 30, 1856.

To the Hon. Board of Regents of the University of Michigan:

I herewith submit my Annual Report containing a statement of the condition of the property in the city of Ann Arbor belonging to the University; also a statement of the moneys received by me during the year, together with vouchers for the disbursement of the same.

Respectfully,

JOSEPH H. VANCE,
Steward.

COLLEGE OF ARTS AND SCIENCES.

The income of the contingent fund of the College of Arts and Sciences for the year ending June 30, 1856, has been as follows:

Warrant, (No. 303),	\$100 00
Initiation fees,	1,120 00
Room rents, wood, taxes, fines,	901 00
Sale of lumber,	15 00
Sale of engravings and paper,	185 75
Total,	<u>\$2,321 75</u>

The disbursements of the same department for the year ending June 30, 1856, have been as follows:

DISBURSEMENTS.

1855 6.	Object.	To whom paid.	Voucher No.	Amount.
July 1	Freight,	M. C. R. R. Co.,	1	\$1 06
" 10	"	"	2	25
" 11	Sawing wood, . . .	F. Reidy,	3	35 97
" 11	Express charges, .	Express Company, .	4	2 00
" 13	"	"	5	2 37
" 13	Whitewashing, .	J. Thomas,	6	12 50
" 13	Stucco work, . . .	Roe & Boyd,	7	3 00
" 12	Freight,	M. C. R. R. Co., . . .	8	8 08
Aug. 20	Lamp, &c.,	A. De Forest,	9	8 88
" 29	Freight,	M. C. R. R. Co., . . .	10	18
" 29	Telegraphing, . .	Telegraph Co.,	11	1 30
Sept. 15	Mason work, . . .	P. Enright,	d1	49 28
" 27	Express charges, .	Express Company, .	12	2 44
" 28	"	"	13	25
" 29	"	"	14	50
" 29	Labor in labor't'y	J. D. Vance,	15	36 00
Oct, 2	Labor,	C. Tearle,	16	5 00
" 3	Monitor,	J. T. Snoddy,	1	7 00
" 3	Team work,	Thomas Enright, . . .	18	6 00
" 3	Monitor,	S. H. White,	19	7 00
" 3	Labor,	S. Ruffin,	20	4 50
" 5	Team work,	T. Enright,	21	4 00
" 5	White washing, .	J. Thomas,	22	21 50
" 4	Cleaning rooms, .	A. Giblach,	23	4 88
" 4	"	L. Lansaid,	24	4 88
" 4	Janitor wages, . .	P. D. Vance,	25	60 00
" 4	Cleaning rooms, .	C. Reeder,	26	4 88
" 4	"	M. Loring,	27	4 50
" 4	Sawing wood, . . .	W. B. Jolly,	28	20 00
" 4	Well buckets, . .	W. C. Voorhies, . . .	29	0 29
" 8	Stationery,	A. D. Wood,	30	14 07
" 11	Brooms,	D. Godfrey & Co., . .	31	85
Sept. 19	Express charges .	Express Company, .	32	6 62
Oct. 19	Paper,	H. Holmes,	33	1 35
" 15	Express charges, .	Express Co.,	34	1 63
" 19	Cartage,	P. O'Brien,	35	75
" 17	Sawing wood, . . .	J. T. Snoddy,	36	7 00
" 19	"	J. N. Binford,	37	1 26
" 24	Hardware,	H. W. Welles,	38	100 00
" 27	Wood,	E. Ryan,	39	101 27
" 2	Labor on grounds	J. G. Basford,	40	3 75
" 27	Express charges, .	Express Company, .	41	25

DISBURSEMENTS—CONTINUED.

1855-6.	Object.	To whom paid.	Vouc'r No	Amount.
Oct. 27	Brooms,	H. D. Platt,	42	5 00
" 29	Sawing wood, . . .	F. Reidy,	43	50 00
Nov. 5	Express charges,	Express Company, .	44	25
" 5	Monitor,	O. E. Fuller,	45	7 00
" 27	Wood,	E. Ryan,	46	100 00
" 6	Sundries,	A. Winchell,	47	27 35
" 16	Cartage,	C. Jacobs,	48	75
" 22	Traveling,	A. Winchell,	49	8 71
" 21	Sawing wood, &c.	W. B. Jolly,	50	10 00
Dec. 17	Express charges,	Express Co.,	51	25
" 18	Carpenter work,	J. Carrington,	52	30 00
" 24	Express charges,	Express Company, .	53	1 00
Jan. 7	Postage,	H. D. Bennett,	54	50 00
" 1	Janitor's work, . .	P. D. Vance,	5	60 00
" 3	Locks,	M. H. Webster,	56	6 00
" 7	Monitor,	J. T. Snoddy,	57	7 00
" 2	Express charges,	Express Company, .	58	25
" 11	Labor, grounds, . .	J. G. Basford,	59	3 75
" 12	Cleaning in'm'ts,	J. T. Snoddy,	60	8 10
" 12	Monitor,	O. E. Fuller,	61	7 00
" 12	"	A. Kimball,	62	7 00
" 14	Sawing wood, . . .	J. T. Snoddy,	63	10 00
" 17	"	Thomas Reidy,	64	168 75
" 17	Wood,	W. Newton,	65	2 00
" 17	"	W. E. Anderson, . . .	6	88 00
" 17	Cartage,	P. O'Brien,	6	25
" 17	Books,	Lay & Brothers,	68	3 00
" 1	Labor, about col.,	W. B. Jolly,	69	20 00
" 19	Paints and oils, . .	H. Becker & Co., . . .	70	128 86
" 19	Sawing wood, . . .	W. J. Swift,	71	50
" 20	Labor, col. b'ldgs,	W. B. Jolly,	72	20 00
Feb. 5	Chairs,	J. F. Boyce,	73	18 75
" 19	Blacksmithing, . .	S. A. Sperry,	74	30 82
" 16	Express charges,	Express Co.,	75	75
" 19	Freight,	M. C. R. R. Co.,	76	1 85
Jan. 22	Carpenter work,	J. Kirk,	77	23 38
" 2	"	J. Carrington,	78	2 50
Feb. 27	Express charges,	Express Co.,	79	2 00
Mar. 1	Freight,	M. C. R. R. Co.,	80	3 20
" 1	Cleaning ins'ts, . .	J. T. Snoddy,	81	7 00
" 1	Lumber,	Buchoz & Co.,	82	5 75
" 4	Labor,	W. B. Jolly,	82	20 00

DISBURSEMENTS—CONTINUED.

1855-6.	Object.	To whom paid.	Vouc'r. No.	Amount.
Mar. 5	Coal,	J. E. Pittman,	83	13 50
" 5	Express charges,	Express Co.,	84	1 00
" 13	Carpenter work,	Joseph Kirk,	85	10 00
" 13	Lumber,	Buchoz & Co.,	86	10 06
" 21	Cartage,	J. W. Brooks,	87	1 00
" 22	Printing,	E. B. Pond,	88	29 75
" 27	Wood,	E. Ryan,	89	125 00
" 28	Clock,	Geo. Doty,	90	53 00
" 21	Express charges,	Express Co.,	91	25
Apr. 2	Wood,	C. F. Henion,	92	25 00
" 2	Monitor,	O. E. Fuller,	93	6 00
" 2	"	A. Kimball,	94	6 00
" 2	"	J. T. Snoddy,	95	6 00
" 2	"	S. H. White,	96	6 00
Mar. 1	Janitor's wages, ..	P. D. Vance,	97	40 00
Dec. 31	Cartage,	J. W. Brooks,	98	1 25
" 16	Travel'g exp'ses,	J. H. Vance,	99	2 20
" 1	Freight,	M. C. R. R. Co.,	100	3 73
" 2	Express charges,	Express Co.,	101	9 50
" 28	Paint,	C. Brooke,	102	2 63
" 28	Express charges,	Express Co.,	103	1 00
" 21	Painting,	S. O. Arnold,	104	5 00
Feb. 18	Lumber & labor,	D. E. Wines,	105	32 91
" 15	Carpenter work,	"	106	5 44
Apr. 1	Express charges,	Express Co.,	107	2 50
" 7	Cartage,	J. W. Brooks,	108	50
" 12	Binding books, ..	Frey & Co.,	109	4 50
" 12	Printing,	E. B. Pond,	110	150 00
" 12	Labor, col. b'd'gs,	W. B. Jolly,	111	20 00
" 4	Sheep pelt,	"	112	50
" 12	Glazing, &c., ..	F. Sorg,	113	16 36
Mar. 24	Pump,	George McCollum, ..	114	7 00
" 10	Glue,	W. C. Voorheis, ...	115	50
May 5	Wood,	W. E. Anderson, ...	116	49 50
" 6	"	E. Ryan,	117	3 38
Apr. 26	Carpenter work,	J. Carrington,	118	1 25
Feb. 19	"	"	119	23 38
" 19	Team work,	J. W. Brooks,	120	9 50
Jan. 11	Locks,	M. H. Webster,	121	3 00
May 6	Express charges,	Express Co.,	122	25
" 10	Wood,	Geo. Henion,	123	122 90

DISBURSEMENTS—CONTINUED.

1855-6.	Object.	To whom paid.	Vou'c'r. No	Amount.
Jan.	Printing,.....	E. B. Pond,.....	124	10 00
May 30	"	"	125	11 50
Total.				<u>\$2 353 78</u>

Statement of the Contingent Fund Account—1855-6.

Warrant, (No. 303,)	\$100 00
Initiation fees,	1,120 00
Room-rents, wood, taxes, &c.,	901 00
Sale of lumber,	15 00
Sale of engravings and paper,	185 75
Total,	<u>\$2,321 75</u>
By amount disbursed,	\$2,353 78
	<u>2,321 75</u>
Amount due Steward,	<u>\$32 03</u>

Estimated Expenses for the ensuing year:

Ordinary repairs.	\$250 00
Wood,	800 00
Sawing wood,	200 00
Janitor's wages,	240 00
Postage,	100 00
Painting,	100 00
Express charges,	75 00
Stoves, pipe, &c.,	75 00
Stationery,	25 00
Chemicals,	120 00
Sundry items,	200 00
Freight, cartage, &c.,	100 00
Miscellaneous expenses,	200 00
Total,	<u>\$2,485 00</u>

Estimated Income for the ensuing year :

Initiation fees,.....	\$1,500 00
Room-rent, taxes, &c.,	635 00
Other sources,.....	350 00
Total,.....	<u>\$2,485 00</u>

COLLEGE OF MEDICINE AND SURGERY.

The income of the Contingent Fund of the College of Medicine and Surgery has been as follows :

July 1. Cash on hand,.....	\$238 47
Sept.16. Warrant, (No. 295,).....	160 00
Dec. 31. Initiation fees,.....	1,030 00
Mar. 27. Taxes,.....	13 80
“ 29. Sale of diplomas,.....	60 00
“ 29. Anatomical fund,	159 17
June 21. Warrant, (No. 381,)	100 00
Total,.....	<u>\$1,761 44</u>

The disbursements of the Contingent Fund in the College of Medicine and Surgery have been, for the year ending June 30, 1856, as follows :

DISBURSEMENTS.

1855-6	Object.	To whom paid.	No Voucher	Amount.
Aug. 9	Labor,	S. H. White,	1	\$7 50
" 30	Freight,	M. C. R. R. Co.,...	2	26
" 1	"	"	3	14
" 1	P. stage,	S. H. Douglass,....	4	4 38
Sept. 27	Advertising,....	Palmer & Andrews,.	5	5 00
" 27	"	"	6	20 00
Oct. 8	Carpenter work,	John Carrington,...	7	10 00
" 9	Printing,	E B Pond,	8	3 50
" 28	Freight,	M. C. R. R. Co.,....	9	20
Sept. 18	Chem. apparatus	J. F. Luhme,	10	9 50
Oct. 8	Labor,	C. Feasle,	11	5 00
" 8	Chemicals,	J. R. Chilton,	12	78 50
" 8	Exc'ge on \$78 50.	at $\frac{1}{2}$ per cent.,	1	58
" 9	Profile paper,...	A B. Wood,	13	93
" 22	Express charges,	Express Co.,	14	1 25
Sept. 4	Case for Museum	D. Sperry,	15	15 00
Oct. 20	Lumber,	Buchoz & Co.,	16	2 89
" 22	Hardware, &c.,..	H. W. Welles,	17	45 22
" 25	Telegraphing, ..	Telegraph Co.,	18	35
" 25	Team work,	J. W. Brooks,	19	5 50
" 27	Carpenter work,	J. Carrington,	20	30 00
Nov. 8	Painting, &c.,...	Geo. D. Irish,	21	6 25
" 8	Repairing clock.	Davis & Watts,	22	75
" 22	Sawing wood,...	W. B. Jolly,	23	10 00
" 25	Drafting paper,.	S. H. Douglass,	24	1 71
" 21	Joiner work,	John Carrington, ..	25	30 00
" 20	Oil cloth,	Nall & Co.,	26	31 37
" 28	Cartage,	J. Gliz,	27	25
" 28	Painting,	F. Sorg,	28	8 80
Dec. 13	Carpeting,	Becker & Co.,	29	31 00
" 13	Furniture,	Stevens & Zug,	30	48 00
" 14	Freight,	M. C. R. R. Co.,....	31	2 36
" 10	Printing,	Cole & Gardner, ...	32	2 75
" 8	Janitor's wages,.	Geo. Nageler,	33	40 00
" 1	Freight,	M. C. R. R. Co.,...	34	60
" 23	Trav. expenses,.	S. H. Douglass,	35	6 00
" 21	Mason work,	P. Enright,	36	4 00
" 31	Janitor's wages,.	Geo. Nageler,	37	20 00
" 31	Chairs,	Norton & Son,	38	15 00
Jan. 3	Express charges,	Express Co.,	39	25
" 5	Labor,	Geo. Nageler,	40	94
" 7	Postage,	H. D. Bennett,	41	50 00

DISBURSEMENTS—CONTINUED.

1845-6.	Object.	To whom paid.	No Vouch er	Amount.
Jan. 10	Coal,	J. E. Pittman,	42	\$13 50
" 12	Cartage,	J. W. Brooks,	43	50
" 13	Set of splints, ..	B. F. Day,	44	20 00
" 13	Express charges.	Express Co.,	45	2 12
" 26	Repairs,	J. Eberbach,	46	4 00
" 31	Express charges,	Express Co.,	47	8 92
Feb. 5	Chairs,	J. F. Royce,	48	15 75
" 16	Lumber,	Buchoz & Bour,	49	17 68
" 18	Surgical ins'm'ts.	Dickinson & Co., ...	50	20 00
" 21	Cartage,	J. Gliz,	51	1 50
" 21	Express charges,	Express Co.,	52	1 25
" 21	Sawing wood, ...	W J. Swift,	53	56
" 21	Wood	C. Almindinger, ...	54	90 56
" 26	Trav'l'g exp'nse	S. C. Patterson,	55	4 00
" 26	Labor,	A. Dubois,	56	12 00
" 26	Pails, towels, &c.,	H. Becker & Co., ...	57	16 64
" 19	Freight,	M. C. R. R. Co.,	58	44 52
Mar. 4	"	"	59	3 20
" 4	Drawings,	A. Sager,	60	10 00
" 14	Janitor's wages,	Geo Nageler,	61	20 00
" 14	Wood,	H. M. Henion,	62	25 00
Dec. 25	Lumber,	Buchoz & Bour,	63	27 50
" 25	"	"	64	16 64
" 25	"	"	65	7 74
" 25	French chemic'ls	J. R. Chilton,	66	321 44
April 1	Chem. apparatus	J. F. Luhme & Co., ..	67	96 62
	Exc'ge on \$96 62,	at 2 per cent,		72
Mar. 22	Cleaning rooms,	M. Bumug,	68	1 50
" 22	"	H. Yener,	69	1 50
" 22	"	M. Shue,	70	1 50
" 22	"	C. Bichley,	71	1 50
" 22	"	M. Lord,	72	1 50
" 22	"	M. Judson,	73	2 00
" 22	Soap,	Geo. Nageler,	74	2 00
" 22	Mat's, surgery, &c.	Eberbach & Co., ...	75	99 15
" 22	Materia Medica,	J. R. Chilton,	76	90 75
" 22	Freight,	M. C. R. R. Co,	77	4 35
" 29	Cartage,	J. W. Brooks,	78	50
" 29	Paint,	C. Brooks,	79	4 00
Feb. 8	Express charges,	Express Co.,	80	50
Mar. 3	Salt,	P. Buck & Co.,	81	75
Feb. 28	Surgical inst., ...	J. M. Sull & Co., ...	82	2 00

DISBURSEMENTS—CONTINUED.

1845-6.	Object.	To whom paid.	No Vouch er	Amount.
April 5	Janitor's wages, .	Geo. Nageler,	83	\$40 00
" 5	Washing towels.	"	84	8 00
" 12	Binding books, .	Frey & Co.,	85	4 00
" 12	Trav. expenses, .	S. H. Douglass,	86	2 10
" 12	Labor, case, &c., .	D. Sperry,	87	3 22
" 14	Freight,	M. C. R. R. Co.,	88	3 20
" 14	Sundries, Ch. De., .	S. H. Douglass,	89	22 38
" 12	Sawing wood, . . .	W. B. Jolly,	90	20 00
Mar. 28	Carpenter work, .	John Carrington, . . .	91	2 50
Feb. 7	Locks,	M. H. Webster,	92	3 00
May 30	Printing,	E. B. Pond,	93	2 00
" 30	"	"	94	3 50
Feb. 30	Telegraphing, . .	Telegraph Co.,	95	25
May 13	Flannel cloth, . .	J. W. Maynard,	96	18
" 16	Glass jar.	Maynard & Co.,	97	50
June 21	Repairs on fence, .	G. W. White,	98	100 00
Total,				<u>\$1,897 02</u>

COLLEGE OF MEDICINE AND SURGERY.

Statement of the Contingent Fund Account.

1855-6.

July 1.	To cash on hand,	\$ 238 47
Sep. 16.	" Warrant, (No. 293,)	160 00
Dec. 31.	" Initiation Fees,	1,030 00
Mar. 27.	" Taxes,	13 80
" 29.	" Sale of Diplomas,	60 00
" 29.	" Anatomical Fund,	159 17
June 21.	" Warrant, (No. 381,)	100 00
		<u>\$1,761 44</u>
By amount disbursed,		\$1,897 02
		<u>1,761 44</u>
Amount due Steward,		<u>\$ 135 58</u>

Estimated Income for the Coming Year.

Initiation Fees,.....	\$1,500 00
Other sources,.....	100 00
	<u>\$1,600 00</u>

Estimated Expense of this Department for the Ensuing Year.

Janitor's wages,.....	\$120 00
Chemicals for Illustration,.....	120 00
Wood,	200 00
Ordinary repairing,	150 00
Chemicals for Surgery and Anatomy,.....	120 00
Postage,	100 00
Freight,	50 00
Coal,	40 00
Express charges,.....	25 00
Printing,.....	100 00
Miscellaneous,	200 00
Total,	<u>\$1,225 00</u>

CHEMICAL LABORATORY.

Estimated Expense for the Coming Year.

Coal,.....	\$ 50 00
Freight,	10 00
Sundry objects,.....	40 00
Total,	<u>\$100 00</u>

OBSERVATORY.

The income of the contingent fund of the Observatory, for the year ending June 30, 1856, has been as follows :

1855-6.

Dec. 24. Warrant, (No. 323,).....	\$ 96 00
May 8. Warrant, (No. 377,).....	372 28
Total,.....	<u>\$468 28</u>

DISBURSEMENTS.

The disbursements of the contingent fund, for the year ending June 30th, 1856, have been as follows :

1856.	Object.	To whom paid.	No Voucher	Amount.
July 1	Express charges.	Express Co.,.....	1	\$2 50
" 31	Rope,	A. DeForest,.....	2	1 44
Oct. 16	Cleaning wells, .	J. Killmartin,.....	3	3 00
Aug. 16	Mason work,....	J. Gould,.....	4	4 50
Oct. 5	Frames for App.,	D. Sperry,.....	5	18 00
" 8	Dressing stone,.	Spalding & Co.,....	6	6 50
" 11	Repairs on lamps	J. B. Wilson,.....	7	7 00
" 11	Stone,	P. Stark,.....	8	8 00
" 1	Lamp chimneys,	D. Godfrey & Co.,..	9	4 15
" 22	Express charges,	Express Co.,.....	10	25
" 2	Frames,	D. Sperry,.....	11	75
" 20	Telegraphing...	Telegraph Co.,.....	12	1 15
" 21	Caps for transit,	Frey & Co.,	13	2 50
" 23	Telegraphing...	Telegraph Co.,....	14	1 44
Dec. 24	Janitor's wages,.	Janitor,.....	1	96 00
" 24	Freight,	M. C. R. R. Co.,...	16	6 49
Nov. 30	Telegraphing...	Telegraph Co.,.....	17	2 37
Jan. 4	Wood,	P. Stark,.....	18	27 50
" 5	Locks,	M. H. Webster,....	19	3 00
" 5	Sawing wood,...	Thomas Riedy,....	20	10 00
" 25	Lumber,	Buchoz & Co.,.....	21	16 25
" 25	Chain for dome,.	H. Fitz,.....	22	14 25
" 2	Labor on dome,.	Joseph Eberbach,.	23	25 00
July 25	Carpenter work,	J. Carrington,....	24	2 50
Dec. 25	" " " " " "	" " " " " "	2	3 75
Feb. 18	" " " " " "	" " " " " "	26	3 13
Dec. 25	" " " " " "	Joseph Kirk,.....	27	3 75
" 25	Gr'ding grounds	J. W. Brooks,.....	28	85 75
" 25	Drayage on tel.,	" " " " " "	29	75
" 2	Cartage,	" " " " " "	30	1 36
Mar. 24	Janitor's wages,.	R. M. Johnson,....	31	24 00
Feb. 7	Iron,	B. Vanor,	32	1 38
Apl. 12	Labor,	D. Sperry,.....	33	6 75
May 20	Printing, ---	E. B. Pond,.....	34	3 00
" 12	Freight,	M. C. R. R. Co.,...	35	81
" 9	Coal tar,.....	J. Hareford,.....	36	2 50
June 11	Janitor's wages,.	R. M. Johnson,....	37	24 00

Total,..... \$425 47

Contingent Fund Account.

1855-6.

July 1.	By balance due Supt. Grounds and Build- ings at last settlement,.....	\$ 79 83
Dec. 24.	To Warrant, (No. 323,).....	\$ 96 00
May 8.	“ “ (No. 377,).....	272 28
July 1.	By amount disbursed,.....	425 47
“ 1.	Balance due to Supt. Grounds, ..	37 02
		<hr/>
		\$505 30
		<hr/>
		\$505 30
		<hr/>

Estimated Expenses for the Coming Year.

Janitor's wages,.....	\$ 96 00
Wood,	60 00
Sawing wood,.....	12 00
Repairs,	60 00
Freight,	15 00
Express charges, cartage, &c.,.....	20 00
Light,	50 00
Postage,.....	5 00
Sundry expenses,.....	10 00
<hr/>	
Total,.....	\$328 00
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LIBRARY.

The income of the Library for the year ending June 30, 1856, has been as follows :

1855-6.

July 1.	Cash on hand,.....	\$340 37
“ 2.	Warrant,	60 00
“ 2.	Received of Prof. Boise,.....	13 50
“ 2.	“ Prof. Winchell,.....	20 25
“ 2.	“ B. Hubbard,.....	40 00
		<hr/>
		\$414 12

Dec. 25.	Warrant, (342),	\$ 500 00	
May 10.	" (345),	500 00	
June 21.	" (382),	200 00	
" 21.	Sale of Catalogues,	54 20	
		<hr/>	
		\$1,254 20	1,254 20
		<hr/>	
Total,		\$1,728 32	
		<hr/>	

The disbursements for the year ending June 30th, 1856, have been as follows :

1855-6.	Object.	To whom paid.	No. Voucher	Amount.
July 2	Books,	D. Appleton & Co., . .	1	45 20
Jan. 16	"	B. Westman & Co., . .	2	219 07
" 16	Am. Pub. Cir., . .	C. B. Norton,	3	2 00
" 25	Binding books, . .	Frey & Nitschke, . . .	4	7 00
" 6	De Bow's Rev., . .	J. D. De Bow,	5	5 00
" 6	Fr. publications, .	P. Bossange,	6	3 98
" 6	German books, . .	F. W. Christem & Co. .	7	8 00
" 6	Criterion,	C. R. Rode,	8	3 00
" 6	For. Reviews, . . .	L. Scott & Co,	9	10 00
" 16	Maps,	J. H. Colton & Co., . .	10	8 00
" 14	Am. Journal, . . .	Lilliman & Dana, . . .	11	5 00
" 19	Putnam's Month. .	Dix & Edwards,	12	2 00
" 19	Jour. Frank. In., .	W. Hamilton,	13	5 00
Feb. 5	German books, . .	L. Fasquelle,	14	5 80
" 12	N. A. Review, . . .	Crosby, Nichols & Co .	15	5 00
" 14	Union Quarterly, .	A. Ruemington,	16	3 00
April 1	Books,	Blackie & Son,	17	16 00
Feb. 22	Bib. Sacred,	W. F. Draper,	18	3 00
May 30	Printing,	E. B. Pond,	19	28 55
" 15	French books, . .	L. Agassis,	20	115 20
" 30	"	P. Bossange,	21	54 18
" 15	Sci. American, . .	Munn & Co.,	22	2 00
" 16	Maps,	G. R. Bechler,	23	5 00
" 16	Jour. of proceed. .	of Soc. Nat. His., . . .	24	1 00
" 16	Printing,	E. B. Pond,	2	7 50
				<hr/>
				\$1,179 48

Statement of Account.

1855-6.

July 1.	Cash on hand,.....	\$340 37	
" 2.	Warrant,	60 00	
" 2.	Received of Prof. Boise,.....	13 50	
" 2.	Received of Prof. Winchell,..	20 26	
" 2.	Received of B. Hubbard,....	40 00	
			\$474 12
Dec. 25.	Warrant, (342,).....	\$500 00	
May 10.	" (345,).....	500 00	
June 21.	" (382,).....	200 00	
" 21.	Sales of catalogues,.....	54 20	
			1,254 20
			\$1,728 32
	Amount disbursed,		1,179 48
			\$548 84

JOSEPH H. VANCE,
Acting Librarian.

IMPROVEMENTS.

The income of the fund for Improvements has been as follows:

1855-6.

Sept. 16.	Warrant, (No. 294,).....	\$300 00
Dec. 20.	Balance of warrant, (324,).....	143 79
Feb. 16.	Warrant, (No. 344,).....	650 00
Mar. 27.	Warrant, (No. 370,).....	263 50
	Total,	\$1 357 29

The disbursements of the fund for Improvements have been, for the year ending June 30, 1856, as follows :

DISBURSEMENTS.—IMPROVEMENTS.

1855-6.	Object.	To whom paid.	No Vouch er	Amount.
Oct. 28	Labor on gr'ds,.	P. A. Jewell,.....	1	\$25 78
" 28	" "	"	2	5 50
" 31	" "	"	3	1 19
Dec. 8	Well fixtures,...	Chapin & Co.,.....	4	4 75
" 20	Trees,	J. Larwood,.....	5	2 50
" 21	Mason work,...	P. Enright,.....	6	1 50
Jan. 7	Trees,.....	G. Almindinger,...	7	15 50
" 9	Lumber,	Eberbach & Co.,...	8	5 90
" 9	Sundries,	"	9	2 98
Aug. 13	Lumber,	"	10	70 22
" 10	Fence posts,	W. Turley,.....	11	16 64
" 11	Carpt'r work, &c.	D. E. Wines,.....	12	66 68
July 6	Digging well Ob.	J. Killmartin,.....	13	40 25
" 6	Stone for drain,.	P. Stark,.....	14	13 50
Dec. 25	Lumber,	Buchoz & Co.,.....	15	14 25
" 25	"	"	16	7 91
" 25	"	"	17	31 09
" 25	"	"	18	19 83
Nov. 30	Carpenter work,	Joseph Kirk,.....	19	6 25
Sep. 15	Mason work,....	M. Enright,.....	20	14 00
" 15	"	"	21	149 70
" 15	"	"	22	4 80
Feb. 15	Carpenter work,	D. E. Wines,.....	23	142 61
Dec. 29	Mason work,....	P. Enright,.....	24	19 60
Nov. 30	Painting,	F. Sorg,.....	25	122 17
Feb. 15	Paints, oils, &c.,.	C. Eberbach & Co.,.	26	229 23
April 3	App. for chem.,.	J. F. Lerhme,.....	27	17 67
" 3	Black walnut,...	S. Proctor,.....	28	27 50
" 3	Lumber,	F. Muhlig,.....	29	31 38
" 3	Carpenter work,	J. Carrington,....	30	30 00
May 13	Screws, butts, &c	H. W. Welles,....	31	6 12
June 24	Labor in Lab.,...	A. Dubois,.....	32	150 00
" 24	Carpenter work,	Joseph Kirk,.....	33	10 00
May 8	Plaster,.....	Swift & Bro.,.....	34	8 00

\$1,433 00

Statement of Accounts.

1855-6.

Sept. 16.	To warrant, (No. 294,)	\$300 00	
Dec. 20.	" bal. of war., (No. 324,)	143 79	
Feb. 16.	" warrant, (No. 344,)	650 00	
Mar. 27.	" warrant, (No. 370,)	263 50	
June 30.	By amount disbursed,		\$1,433 00
" 30.	Balance due to Steward,	75 00	
		<u>\$1,433 00</u>	<u>\$1,433 00</u>

IMPROVEMENTS—MEDICAL BUILDING.

1855-6.		Dr.	Cr.
July 1.	To warrant, (No. 292,)	\$412 50	
" 2.	By amount paid D. E. Wines,		\$29 51
" 2.	" " " Roe & Boyd,		587 50
Aug. 10.	To warrant, (No. 293,)	150 00	
Sept. 15.	By amount paid M. Enright,		29 14
" 15.	" " " freight bill,		6 45
" 15.	Schafer & Bro.,		149 90
" 26.	To warrant, (No. 296,)	298 34	
Oct. 8.	By amt. paid C. Feasle,		8 00
" 2.	" " " P. Enright,		4 00
" 20.	" " " Buchoz & Co.,		64 55
Jan. 4.	" " " Geo. Saunders,		83 50
" 4.	" " " J. Carrington,		22 50
" 4.	" " " J. W. Brooks,		5 00
April 16.	To warrant, (No. 372,)	150 00	
	By amount paid Doty,		18 00
	" " " J. H. Vance,		2 79
Total,		<u>\$1,010 84</u>	<u>\$1,010 84</u>

IMPROVEMENTS AT THE OBSERVATORY.

1856.	Object.	To whom paid.	No. vouch er	Amount.
May 26	Fence posts,....	James Black,.....	1	\$13 75
" 28	Freight,	M. C. R. R. Co.,....	2	21 38
" 26	Mason work,....	P. Enright,.....	3	20 40
June 2	Team work,	E. G. Wildt,.....	4	43 50
" 2	Labor,.....	Geo. Almadinger,..	5	17 50
" 2	Team work,	A. Burns,	6	7 00
" 2	Labor,.....	J. F. Fleg,	7	3 00
" 2	"	A. Schweter,	8	3 00
" 2	"	Jacob Fisher,.....	9	9 50
" 2	"	Geo. Rupf,.....	10	8 00
" 22	"	Pat. Clover,.....	11	12 00
" 22	"	David Almadinger,.	12	12 00
" 22	"	Jno. G. Almadinger,	13	17 50
" 3	Freight,.....	M. C. R. R. Co.,....	14	2 66
" 13	Team work,	J. W. Brooks,.....	15	4 50
May 30	Freight,	M. C. R. R. Co.,....	16	11 20
" 23	Lumber,	H. Moffat,.....	17	141 33
June 3	Nails,.....	Buhl & De Charne,	18	20 19
" 11	"	H. W. Welles,	19	1 30
" 28	Building fence,.	D. E. Wines,	20	150 00
May 31	Paints and oils, .	P. & J. Hinchman, .	21	87 25
June 23	Team work,	E. G. Wildt,.....	22	1 50
July 1	Joiner work, ...	D. E. Wines,	23	89 73
May 24	Trav. on Uni. bu.,	J. H. Vance,.....	24	2 10
				<u>\$730 79</u>

Statement of Accounts.

To warrant, (No. 379,).....	\$250 00	
" " (No. 400,).....	475 00	
	<u>\$725 00</u>	
By amount disbursed,.....		730 79
Balance due,.....	5 79	
Total,	<u>\$730 79</u>	<u>\$730 79</u>

UNIVERSITY OF MICHIGAN,

To S. H. Douglass, Dr.

1855.

March 6.	No. 1.	J. Hagerty's bill,.....	\$ 9 73
" 7.	" 2.	Culver, Simons & Co. furnace, &c.	3 20
April 18.	" 3.	J. Luhme & Co.'s bill,.....	101 25
June 1.	" 4.	" " " "	151 75
Aug. 15.	" 5.	J. R. Chilton, bill,.....	86 50
" 15.	" 6.	" " boring,.....	2 75
April 15.	" 7.	S. R. Doty, 350 brick,.....	2 80
" 15.	" 8.	M. L. Enright, mason work,....	8 75
" 15.	" 9.	F. Mulig, sink, &c.,.....	19 00
" 15.	" 10.	Union Exprsss Co.,.....	51 76
June 19.	" 11.	American Express Company,...	50
July 16.	" 12.	" " " " ...	25
April 13.	" 13.	S. H. Douglass, traveling exp's,	57 16
" 14.	" 14.	Exchange on \$352,.....	2 94
			<hr/>
			\$815 15

March 29. By warrant, (No. 362,)\$ 574 81

Sept. " " " " 160 00

Amount received from stu-

dents for chemicals, 72 51

807 32Balance due,.....

\$7 83

University of Michigan, September 11, 1855.

MISCELLANEOUS ACCOUNT.

Robert Leggett, for engravings,..... \$538 30

J. F. Cropsy for designs,..... 25 00

Jordan & Anderson, plan and specifications,.... 25 00

\$588 00

Paid the above by warrants :

Robert Leggett, warrants, (No. 346, 368,)	\$538 00
J. F. Cropsy, warrant, (No. 341,)	25 00
Jordan & Anderson, warrant, (No. 369,)	25 00
	<hr/>
	\$588 00
	<hr/>

J. V. Campbell, for services rendered and for cash advanced in law suit,

\$325 00

And paid by warrant, (No. 404.)

Peninsular Journal of Medicine, for printing 3,000 copies of Dr. Tappan's address, paid by warrant, (No. 403,) .

\$225 00

Sales of Engravings and Paper.

1 sale of engravings,	\$150 00
1 sale of letter paper,	15 50
1 sale of note paper,	20 25
	<hr/>
Total,	\$185 75
	<hr/>

GENERAL REMARKS.

In order to preserve the property of the University, it has been necessary during the past year to re-paint the exterior fences and wood work of the four residences.

In order to accommodate the additional number of students, I made, under the direction of the President, seven recitation rooms of twice the capacity of the old ones, and supplied them with all the requisite furniture.

The Medical College has been stuccoed, and finished, externally, thus adding greatly to its appearance.

Under the direction of the President, I have fenced in the Observatory grounds, built a wood-house, and sodded the surrounding embankment.

Additional recitation rooms are required, the expense of which will be about four hundred dollars. It will be necessary to expend on the private residences, during the coming year, about two hundred and fifty dollars.

JOSEPH H. VANCE,

Steward.

C.

REPORT OF THE UNIVERSITY TREASURER.

University of Michigan in account with J. M. Chase, Treasurer, for the year ending June 30, 1856.

DEBIT.

1855.

July 3.	To paid warrant, No. 292,.....	\$412 50
6.	do do 287,.....	68 68
12.	do do 288,.....	400 00
Aug. 13.	do do 293,.....	150 00
Sept. 24.	do do 294,.....	300 00
24.	do do 295,.....	160 00
29.	do do 296,.....	298 34
29.	do do 297,.....	37 50
29.	do do 298,.....	125 00
29.	do do 299,.....	25 00
Oct. 13.	do do 301,.....	50 00
Nov. 8.	do do 300,.....	300 00
29.	do do 708,.....	2 50
Dec. 3.	do do 302,.....	160 00
3.	do do 303,.....	100 00
20.	do do 321,.....	50 00
20.	do do 324,.....	371 92
20.	do do 325,.....	22 51
20.	do do 326,.....	42 10
20.	do do 327,.....	47 00
20.	do do 328,.....	48 00

Dec. 20.	To	paid warrant No. 329,	.....	\$ 27 00
21.	do	do	305,	..... 666 66
21.	do	do	307,	..... 500 00
21,	do	do	309,	..... 383 33
21.	do	do	314,	..... 233 33
21.	do	do	315,	..... 383 33
21.	do	do	320,	..... 125 00
21.	do	do	322,	..... 25 00
21.	do	do	323,	..... 96 00
21.	do	do	330,	..... 80 00
21.	do	do	332,	..... 66 66
21.	do	do	335,	..... 50 00
21.	do	do	336,	..... 66 66
21.	do	do	341,	..... 25 00
24.	do	do	306,	..... 333 33
24.	do	do	308,	..... 383 33
24.	do	do	312,	..... 333 33
24.	do	do	331,	..... 50 00
24.	do	do	333,	..... 66 66
24.	do	do	340,	..... 100 00
24.	do	do	342,	..... 500 00
27.	do	do	311,	..... 500 00
27.	do	do	304,	..... 24 75
27.	do	do	337,	..... 66 66
27.	do	do	316,	..... 383 33
29.	do	do	310,	..... 500 00
29.	do	do	318,	..... 383 33
29.	do	do	338,	..... 66 66

1856.

Jan'y 5.	do	do	317,	..... \$500 00
5.	do	do	334,	..... 50 00
5.	do	do	313,	..... 500 00
29.	do	do	343,	..... 70 00
Feb. 13.	do	do	344,	..... 650 00
20.	do	do	339,	..... 66 66

Mar. 10.	To paid warrant, No. 345,.....	\$500 00
10.	do do 346,.....	300 00
15.	do do 347,.....	275 10
26.	do do 352,.....	450 00
26.	do do 358,.....	175 00
26.	do do 348,.....	666 66
26.	do do 357,.....	383 33
28.	do do 319,.....	383 33
28.	do do 361,.....	450 00
28.	do do 362,.....	450 00
28.	do do 363,.....	100 00
29.	do do 355,.....	383 33
29.	do do 353,.....	500 00
29.	do do 360,.....	500 00
31.	do bal., do 358,.....	275 00
31.	do do 351,.....	450 00
31.	do do 356,.....	500 00
31.	do do 364,.....	125 00
31.	do do 365,.....	25 00
31.	do do 368,.....	238 00
31.	do do 369,.....	25 00
31.	do do 370,.....	263 50
Apr. 1.	do do 349,.....	383 33
1.	do do 350,.....	500 00
1.	do do 354,.....	500 00
1.	do do 359,.....	450 00
17.	do do 371,.....	200 00
17.	do do 372,.....	150 00
17.	do do 367,.....	50 00
May 8.	do do 373,.....	33 00
8.	do do 374,.....	30 00
8.	do do 375,.....	30 00
8.	do do 376,.....	24 00
June 24.	do do 394,.....	50 00
26.	do do 399,.....	4 82

June 30.	To paid warrant No. 377,.....	\$ 372 28
30.	do do 380,.....	125 00
30.	do do 379,.....	250 00
30.	do do 378,.....	1,000 00
30.	do do 381,.....	100 00
30.	do do 382,.....	200 00
30.	do do 390,.....	450 00
30.	do do 386,.....	450 00
30.	do do 393,.....	450 00
30.	do do 388,.....	383 33
30.	do do 387,.....	450 00
30.	do do 385,.....	383 33
30.	do do 389,.....	383 33
30.	do do 392,.....	450 00
30.	do do 383,.....	36 75
30.	do do 396,.....	18 00
30.	do do 397,.....	16 50
30.	do do 398,.....	12 00
30.	do do 384,.....	666 66
30.	do do 400,.....	475 00
30.	do do 395,.....	25 00
30.	do do 391,.....	450 00

To this amount loaned to President Tappan, under resolution of the Board of Regents to pay

for Equatorial Telescope, &c.,..... 4,900 00

June 30. To balance carried down,..... 6,453 48

Total,..... \$39,51 13

CREDIT.

1855.

July 1.	By balance on hand,.....	\$9,104 13
	3. By cash of State Treasurer,.....	5,400 00
Sept. 11.	do do do	116 00
Oct. 12.	do do do	4,031 00

1856.

Jan. 18.	By cash of State Treasurer,.....	\$4,200 00
Mar. 29.	do do do	5,000 00
May 24.	do do do	8,000 00
31.	do do do	4,000 00
Total,		<u>\$39,851 13</u>

1856.

July 1.	By balance on hand,.....	\$6,453 48
---------	--------------------------	------------

List of Warrants outstanding June 30, 1856.

J. E. Chapin, No. 426, "old issue,".....	\$66 67
Mrs. Whiting, No. 491, "	5 00
Total,.....	<u>\$71 67</u>

J. M. CHASE, *Treas.*

Ann Arbor, July 1, 1856.

D.

REPORT OF THE COMMISSIONER OF THE STATE LAND OFFICE.

STATE LAND OFFICE, }
Lansing, Mich., June 30th, 1856. }

To the Hon. Board of Regents of the University of Michigan:

The following Report is made pursuant to the provisions of Act No. 59, approved March 3d, 1849.

The amount received to the credit of the Uni.

Int. Fund from July 1, 1855, to date is,..... \$17,675 08

Am't of Int. due March 1, 1856, and re-
maining unpaid May 1, 1856,.....\$914 81

On which 25 per cent. penalty is charge-
able, and has been or will be collected, 228 70
1,143 51

The quantity of Uni. lands sold during the year
ending this date is 1,231.07 acres,..... 14,772 84

There was paid on such sales at the time of pur-
chase and credited to University Fund,..... 4,606 09

There was also placed to the credit of the Uni.
Fund (amount received on acc't of old sales,)
during same time,..... 5,217 35

There were forfeited, Oct. 17, 1855, 28.72 acres, 258 48

During the year no sales have been made on which war-
rants have been received. No loans have been made from
the Fund.

All of which is respectfully submitted.
J. M. TREADWELL,
Deputy Commissioner.

E.

REPORT OF THE STATE TREASURER.

University Interest Fund in account with the State Treasurer of Michigan.

1855.

July 31.	To Cash,	.....	\$ 5,404 00
Aug. 31.	" "	.....	13 00
Sep. 30.	" "	.....	117 80
Oct.	" "	.....	4,031 00
Dec. 1.	" "	.....	40

1856.

Jan.	To warrants paid,	.....	4,215 33
Feb.	" " "	.....	24
April	" " "	.....	5,000 00
May	" " "	.....	12,000 00
July 1.	" balance,	.....	4,305 54

\$35,087 31

1855.

June 30.	By balance,	.....	\$ 1,577 93
July 1.	" general fund,	.....	3,849 00
" 1.	" cash,	.....	37 49
Aug. 31.	" "	.....	54 96
Sep. 30.	" "	.....	88 63
Oct. 1.	" general fund,	.....	3,958 09
" 1.	" "	.....	114 10
Nov.	" "	.....	94 20
Dec. 1.	" "	.....	2 48

1856.

Jan.	By general fund,	\$ 3,995 56
"	" cash,	21 10
Feb.	" "	695 11
March,	" "	924 68
April,	" "	11,392 58
May,	" "	3,521 83
"	" general fund,	4,031 65
June 30.	" cash,	727 92
		<u>\$35,087 31</u>
July 1.	By balance,	<u>\$4,305 54</u>

STATE TREASURER'S OFFICE, }
Lansing, Mich., July 1st, 1856. }

I certify the above to be a true statement from the books of this office showing the receipts to, and disbursements from the University Interest Fund from July 1, 1855, to June 30, 1856.

THEO. HUNTER,
Deputy State Treasurer.

No.	Description of Goods	Value
1	Wheat	100
2	Barley	50
3	Oats	30
4	Rye	20
5	Corn	150
6	Flour	80
7	Hay	40
8	Straw	20
9	Grass	10
10	Timothy	15

Total Value of Goods
 545

Received of the
 Farmers of the
 County of
 the sum of
 545
 for the above
 goods
 this 1st day of
 1880

Signed and sealed
 at the County of
 this 1st day of

In presence of
 the undersigned
 Justices of the Peace
 for the County of
 who have signed
 their names to this
 receipt
 and have sealed
 their offices
 at the County of
 this 1st day of

NINETEENTH ANNUAL REPORT

OF THE

Board of Regents of the University of Michigan.

UNIVERSITY OF MICHIGAN, }
December 31st, 1857. }

HON. IRA MAYHEW, *Superintendent of Public Instruction:*

SIR,—I herewith transmit the Nineteenth Annual Report of the Regents of the University, comprising the following documents :

I. Report of the President.

II. Report of the Finance Committee, to which is appended : A. Report of the Secretary ; B. Report of the Steward ; C. Report of the Librarian ; D. Report of the Treasurer ; E. Report of the State Treasurer ; F. Report of the Commissioner of the State Land Office.

III. Appendix : i. Supplemental Report of the Regents ; ii. Report of the President and Faculties ; iii. Memorial of the President and Faculties.

Very Respectfully,

J. L. TAPPAN,

Secretary.

[I.]

REPORT OF THE PRESIDENT.

To the Hon. the Board of Regents of the University of Michigan:

GENTLEMEN,—The condition of the University since the Report rendered October 15th, 1856, to the end of the present year, will appear from the following statements:

I.—REGENTS.

At the general election held on the first Monday of April, 1857, the following gentlemen were elected Regents of the University, who will enter upon their duties January 1st, 1858, and hold their offices for the term of six years, according to Act No. 25 (Laws of Michigan, 1851.):

Hon. Benjamin L. Baxter,	.....	First District.	
" J. Eastman Johnson,	.....	Second	"
" Levi Bishop,	.....	Third	"
" Donald McIntyre,	.....	Fourth	"
" E. Lakin Brown,	.....	Fifth	"
" Geo. W. Pack,	.....	Sixth	"
" Luke M. Parsons,	.....	Seventh,	"
" John Van Vleck,	.....	Eighth	"

II.—PROFESSORS.

In the Department of Medicine and Surgery, Em. Prof. Z. Pitcher, M. D., has been appointed Clinical Instructor, and Mr. A. M. Melmer, Demonstrator of Anatomy, in place of C. P. Farmer, M. D., resigned.

In the Department of Science, Literature, and the Arts, the Chair of History and English Literature has been filled by the appointment of Prof. A. D. White.

Mr. D. C. Brooks has been appointed Assistant Professor of History and English Literature.

Mr. A. Du Bois has been appointed Assistant Professor of Chemistry.

In the Scientific Course, the Chair of Physics and Civil Mining and Engineering has been vacated by the resignation of Prof. W. G. Peck, and the Chair of Mathematics by the resignation of Prof. W. P. Trowbridge.

Prof. John E. Clark has been appointed Assistant Professor of Mathematics in the Scientific Course, and Mr. D. Wood Assistant Professor of Physics and Civil Engineering.

III.—NUMBER OF STUDENTS.

In the department of Medicine and Surgery the number of students during 1856-7, was 167, of whom 27 received the degree of M. D.

The school of Clinical Instruction was opened in Detroit on the 15th of June, under the direction of Z. Pitcher, M. D., Clinical Instructor, assisted by Prof. A. B. Palmer, M. D., and closed on the 30th of September. There were 9 students in attendance.

In Analytical and Applied Chemistry, the number of students was 27.

In the department of Science, Literature, and the Arts, the number of students during 1856-7, was 285, of whom 28 received the degree of A. B. and 7 the degree of B. S. There was also one resident graduate in attendance, and eight graduates were admitted to the degree of A. M.

The whole number of students, therefore, during 1856-7 was, viz :

Department of Medicine and Surgery,.....	167
School of Clinical Instruction,.....	9
Analytical and Applied Chemistry.....	27
Department of Science, Literature, and the Arts,...	285
Resident graduate,.....	1
Total,	<u>489</u>

The number of students in attendance from Oct. 1, 1857, to the present time, is, viz :

Department of Medicine and Surgery,.....	137
Analytical and Applied Chemistry,.....	36
Department of Science, Literature, and the Arts,...	276
Resident graduate,.....	1
Total,.....	<u>450</u>

It will be seen from a comparison of the number of students during the last collegiate year with the number in attendance during the present collegiate year, that there are thirty less in the Medical department, and nine less in the department of Science, Literature, and the Arts. There is, however, an increase of nine in the Department of Analytical and Applied Chemistry, and the number of new students in the department of Science, Literature, and the Arts, is ninety-nine, a larger number than entered the same department last year. We have reason to believe that the total number of students would have been much in advance of that of last year, had it not been for the financial embarrassments which have prevailed so generally. These prevented many members of the University from returning at the opening of the term, lessened the number of new students, and in many instances compelled students who were already on the ground to return to their homes on account of the depreciation or uncurrent character of the funds they had brought with them. The fact that notwithstanding these embarrassments the number of new stu-

dents was in advance of that of last year is a just criterion by which to determine what our entire number would have been under circumstances of ordinary prosperity.

IV.—OBSERVATORY.

This has been completed by the furnishing of new mounting and an object glass to the Refracting Telescope, of great perfection. This in connection with the Transit and Meridian Circle will enable the director to carry forward successfully the very arduous series of observations in which he has for some time been incessantly engaged, and which promise important results to Astronomical Science, honorable alike to himself and to the University.

V.—ANALYTICAL LABORATORY.

This is now one of the most complete and efficient in our country. The number of students as above reported is the utmost that can be accommodated. This number, although large for a department requiring so many preparations, would have been much larger had it been possible to admit all the applicants.

VI.—LIBRARY.

The number of books is gradually increasing from year year. It is very desirable, however, that the standard works in all the departments of learning should be multiplied rapidly in order to meet the wants of both professors and students.

The new library room and galleries fully answer our expectations in affording facilities for consulting books, and in attracting the students to resort to the Library daily and habitually.

VII.—GALLERY OF FINE ARTS.

This beautiful collection, under the instrumentality of Professor Frieze, is daily open to visitors, and attracts much attention. We entertain the hope that it will prove

the beginning of a movement destined to enrich the University with many treasures of Art.

The Professors of Ancient Languages, History and Antiquities find even in this limited collection very valuable aids in illustrating the subjects of instruction assigned to them.

VIII.—MUSEUM AND CABINET.

Our collections in Mineralogy, in Geology, in Natural History, and in Anatomy, require a separate building specially adapted to exhibit them. Already rich and improving, these collections promise at no distant day to grow into a noble Museum, adequate to all the purposes of learned investigation.

IX.—APPARATUS OF PHYSICS AND CIVIL ENGINEERING.

This has been collected within a few years, and is already sufficient for the more important experiments, and for field exercise in engineering. Additions will require to be made from time to time.

A Class in Civil Engineering is under instruction, accompanied with field exercise, and is making satisfactory and commendable progress.

It is evident from the above statement that the University exhibits a high degree of prosperity.

It is now six years since the Board of Regents, whose term of office expires with the present year, entered upon their administration. In reviewing the history of the University during three years, there is abundant cause for thankfulness to Almighty God, and for gratulations to the citizens of Michigan. The University buildings have been remodeled and finished, and the grounds improved; an Observatory and an Analytical Laboratory have been erected, furnished, and put into successful operation; the Library has been increased by more than two thousand volumes; apparatus has been provided; the Museums have

been enriched; a Gallery of Fine Arts has been established; the courses of instruction have been re-organized and enlarged; a numerous and efficient corps of professors has been appointed; and the number of students in the Classical and Scientific Departments has been increased more than six fold. The University has attained a higher position among the literary institutions of our country, and gained an honorable reputation at home and abroad.

In the accomplishment of this, private munificence has aided; but it has been chiefly accomplished from the University Fund, which remains unimpaired and unembarrassed.

It is a subject too of deep satisfaction that neither religious sectarianism, nor political partialities and intrigues have influenced the counsels of the University, but that the Regents have been enabled to conduct its affairs both with entire harmony among themselves, and with a single aim to the great interests of education, and to the honor of the State.

In resigning the seals of office, they do so in the full confidence that the same enlightened policy will continue to prevail, and in the firm hope and expectation that the development of the University attained under their administration will be advanced to still higher and nobler degrees by their honorable and intelligent successors.

HENRY P. TAPPAN,

President of the Board.

UNIVERSITY OF MICHIGAN, *December 31, 1857.*

[II.]

REPORT OF THE FINANCE COMMITTEE.

The Committee of Finance respectfully present the following report of receipts and disbursements from July 1, 1856, to June 30, 1857, inclusive :

Statement of the Secretary (marked "A.") shows the amount of authorized warrants drawn during the above year for objects specified in said statement, viz :..... \$39,927 33

Cash received at the University, as appears by the report of the Steward, (marked "B.") from the College of Arts and Sciences, \$1,555 20

And from the College of Medicine and Surgery,..... 1,252 00

Balance due the Steward for payments over and above his receipts,.. 328 79

3,135 99

Total expenditures for the year,..... \$43,063 32

Add for balance in hands of University Treasurer, June 30, 1857,..... 1,973 00

Total,..... \$45,036 32

Total receipts from the University Interest Fund, as per statement of Treasurer, (marked "D.") to wit :..... \$41,900 33

Receipts at the University by Steward, as above stated,..... 2,807 20

Add amount overpaid by Steward,.. 328 79

\$45,036 32

Statement of Cash Balances June 30, 1857.

In the hands of J. M. Chase, Treasurer, as
stated above,.....\$1,973 00

Balance due J. H. Vance, Steward, as above
stated,..... 328 79

The balance reported in the hands of J. H. Vance, acting Librarian last year, of \$548 84 has been transferred to John L. Tappan, the present Librarian, and expended by him for Library purposes, as appears by his report, (marked "C.")

The loan to President Tappan for the use of the Detroit Observatory, as stated in the last report under the head of "cash balances," amounting to \$4,900 00, has been appropriated by resolution of the Board, dated October 15, 1856, for increase of the Library.

The expenses of the year have largely exceeded the estimates of last year, owing to the general alteration of the buildings,—removing most of the dormitories in order to provide a Library room which now occupies the entire centre of the North College building,—also to provide an enlarged Chapel room, and eight enlarged recitation rooms required by the increased number of students,—purchase of instruments,—freight on plates, models, statuary, and books imported from Europe, etc., etc.

The above improvements being completed, the new Chemical Laboratory being erected, and conveniently furnished with suitable apparatus, the expenditures for the next year, unless some extra improvement not at present contemplated should be made, will be much less within our estimates for the year.

Estimated Expenditures of the University for the year commencing July 1, 1857.

President and Professors' salaries,.....	\$22,400 00
Secretary and Librarian,.....	500 00
Steward,.....	500 00

Treasurer,	200 00
Expenses of Regents and Visitors,.....	400 00
Library and Printing,.....	2,200 00
Philosophical and Engineering Apparatus,....	500 00
Grounds, buildings and contingencies,.....	1,000 00
Insurance on University buildings,.....	445 00
General contingencies of all departments,.....	4,268 00
Total,	<u>\$32,413 00</u>

We also append the following as a part of the Annual Report, viz: letter "A.," report of the Secretary of the University; letter "B.," report of the Steward of the University; letter "C.," report of the Librarian of the University; letter "D.," report of the Treasurer of the University; letter "E.," report of the State Treasurer; letter "F.," report of the Commissioner of the State Land Office.

M. A. PATTERSON,
Chairman Finance Committee.

A.

REPORT OF THE SECRETARY.

Hon. M. A. PATTERSON,

Chairman Finance Committee Board of Regents:

SIR,—Herewith I present you a statement of warrants drawn by authority of the Board of Regents on the Treasurer of the University of Michigan, for the fiscal year ending 30th of June, 1857.

The objects for which warrants have been drawn are embraced under the following heads, to which the respective amounts are annexed:

1. Regents' Expenses,	\$ 226 50
2. Professors' Salaries,	21,573 63
3. Salary of Secretary and Librarian,	400 00
4. Treasurer's Salary,	200 00
5. Steward's Salary,	500 00
6. Insurance,	514 00
7. Library and Printing,	1,200 00
8. Analytical Laboratory,	5,250 00
9. Physics and Engineering,	645 00
10. Natural History,	543 20
11. Observatory,	115 00
12. Academical Contingencies,	5,050 00
13. Medical Contingencies,	
14. General Contingencies,	3,710 00
Total,	<u>\$39,927 33</u>

STATEMENT.

No.	1856	To whom drawn.	Object	Amount.
401	July 3	J. H. Vance,	7	\$ 100 00
402	" 3	S. H. Douglass,	8	1,000 00
403	" 3	J. H. Vance,	14	225 00
404	" 3	"	14	325 00
505	" 19	"	7	100 00
406	" 28	S. H. Douglass,	8	1,000 00
407	Aug. 2	J. H. Vance,	7	300 00
408		This warrant was not issued...		
409	" 15	S. H. Douglass,	8	500 00
410	Sept. 9	J. H. Vance,	1	500 00
411	" 22	"	12	300 00
412	" 26	"	12	250 00
413	" 26	S. H. Douglass,	8	950 00
414	" 30	H. P. Tappan,	2	502 50
415	" 30	G. P. Williams,	2	312 50
416	" 30	S. H. Douglass,	2	375 00
417	" 30	L. Fasquelle,	2	375 00
418	" 30	J. R. Boise,	2	312 50
419	" 30	E. O. Haven,	2	312 50
42	" 30	A. Winchell,	2	375 00
421	" 30	F. Brunnow,	2	3 50
422	" 30	H. S. Frieze,	2	375 00
423	" 30	W. G. Peck,	2	375 00
424	" 30	J. H. Vance,	5	125 00
425	" 30	J. M. Chase,	4	50 00
426	" 30	A. Winchell,	2	25 00
427	Oct. 3	J. H. Vance,	12	550 00
428	" 3	"	11	115 00
429	" 3	"	14	45 00
430	" 3	"	6	52 00
431	" 3	"	9	150 00
432	" 11	"	10	300 00
433	" 11	"	12	250 00
434	" 14	W. Gibbings,	12	300 00
435	" 15	H. H. Northrop,	1	25 00
436	" 15	M. A. Patterson,	1	24 00
437	" 15	O. H. Palmer,	1	23 00
438	" 1	J. H. Vance,	1	125 00
439	" 21	"	12	500 00
440	" 21	"	9	100 00
441	" 22	W. P. Trowbridge,	2	375 00
442	" 24	S. H. Douglass,	8	750 00

STATEMENT—CONTINUED.

No.	1856-7.	To whom drawn.	Object.	Amount.
443	Oct. 29	J. H. Vance,.....	9	\$ 250 00
444	" 30	H. P. Tappan,.....	14	300 00
445	Dec. 4	John Lord,.....	2	350 00
446	" 10	W. Gibbings,.....	12	700 00
447	" 15	S. H. Douglass,.....	8	750 00
448	" 15	J. H. Vance,.....	12	300 00
449	" 16	W. P. Trowbridge,.....	2	312 50
450	" 20	H. P. Tappan,.....	12	200 00
451	" 2	J. H. Vance,.....	6	94 76
452	" 29	"	6	34 38
453	" 31	H. P. Tappan,.....	2	562 50
454	" 31	G. P. Williams,.....	2	312 50
455	" 31	A. Sager,.....	2	500 00
456	" 31	S. H. Douglass,.....	2	3 5 00
457	" 31	M. Gunn,.....	2	500 00
458	" 31	L. Fasquelle,.....	2	375 00
459	" 31	S. Denton,.....	2	500 00
460	" 31	J. R. Boice,.....	2	312 50
461	" 31	A. B. Palmer,.....	2	500 00
462	" 31	A. Winchell,.....	2	375 00
463	" 31	F. Brunnow,.....	2	375 00
464	" 31	C. L. Ford,.....	2	500 00
465	" 31	H. S. Frieze,.....	2	375 00
466	" 31	W. G. Peck,.....	2	375 00
467	" 31	A. Du Bois,.....	2	1 5 00
468	" 31	C. P. Farmer,.....	2	100 00
469	" 31	J. H. Vance,.....	5	1 5 00
470	" 31	D. C. Brooks,.....	2	125 00
471	" 31	J. L. Tappan,.....	3	125 00
472	" 3	A. Winchell,.....	10	50 00
473	Jan. 2	J. H. Vance,.....	14	1,000 00
474	" 5	A. Sager,.....	10	150 00
475	" 6	W. Gibbings,.....	12	700 00
476	" 8	H. P. Tappan,.....	12	500 00
477	" 12	J. H. Vance,.....	14	500 00
478	" 22	J. M. Chase,.....	4	50 00
479	Mar. 12	F. Brunnow,.....	2	375 00
480	" 31	C. P. Farmer,.....	2	150 00
481	" 31	M. Gunn,.....	2	500 00
482	" 31	C. L. Ford,.....	2	500 00
483	" 31	A. B. Palmer,.....	2	500 00
484	" 31	W. Upjohn,.....	1	15 00

STATEMENT—CONTINUED.

No.	1857.	To whom drawn.	Object.	Amount.
485	Mar. 31	W. Upjohn,	1	\$ 16 00
486	" 31	M. A. Patterson,	1	30 00
487	" 31	H. P. Tappan,	2	562 50
488	" 31	G. P. Williams,	2	312 50
489	" 31	A. Sager,	2	500 00
490	" 31	S. H. Douglass,	2	375 00
491	" 31	L. Fasquelle,	2	375 00
492	" 31	S. Denton,	2	500 00
493	" 31	J. R. Boise,	2	312 50
494	" 31	A. Winchell,	2	375 00
495	" 31	H. S. Frieze,	2	375 00
496	" 31	W. G. Peck,	2	375 00
497	" 31	W. P. Trowbridge,	2	312 50
498	" 31	J. L. Tappan,	3	125 00
499	" 31	A. Du Bois,	2	125 00
500	" 31	D. C. Brooks,	2	125 00
501	" 31	H. P. Tappan,	14	15 00
502	" 31	J. H. Vance,	5	125 00
503	" 31	"	6	275 00
504	Apr. 1	"	14	600 00
505	" 2	"	10	43 20
506	" 2	"	6	23 50
507	" 3	J. M. Chase,	4	50 00
508	" 3	J. H. Vance,	14	200 00
509	" 8	"	14	300 00
510	" 10	"	9	20 00
511	" 11	S. H. Douglass,	8	300 00
512	" 14	J. H. Vance,	14	200 00
513	" 15	J. L. Tappan,	7	700 00
514	June 2	J. H. Vance,	6	33 76
515	" 25	H. H. Norton,	1	36 00
516	" 25	E. S. Moore,	1	45 00
517	" 25	M. A. Patterson,	1	12 00
518	" 30	H. P. Tappan,	2	562 50
519	" 30	G. P. Williams,	2	312 50
520	" 30	S. H. Douglass,	2	375 00
521	" 30	L. Fasquelle,	2	375 00
522	" 30	J. R. Boise,	2	312 50
523	" 30	A. Winchell,	2	375 00
524	" 30	F. Brunnow,	2	375 00
525	" 30	H. S. Frieze,	2	375 00
526	" 30	W. G. Peck,	2	50 00

STATEMENT—CONTINUED.

No.	1857.	To whom drawn.	Object	Amount.
527	June 30	J. E. Clark,	2	\$ 173 00
528	" 30	W. P. Trowbridge,	2	312 50
529	" 30	J. L. Tappan,	3	125 00
530	" 30	A. Du Bois,	2	125 00
531	" 30	D. C. Brooks,	2	125 00
532	" 30	J. H. Vance,	5	125 00
533	" 30	J. M. Chase,	4	50 00
Total,				<u>\$39,927 33</u>

J. L. TAPPAN,
Secretary.

UNIVERSITY OF MICHIGAN, *June 30, 1857.*

B.
REPORT OF THE STEWARD.

To the Hon. the Board of Regents of the University of Michigan:

GENTLEMEN—I respectfully submit this Report of 1856-7, to you, with the accompanying vouchers for moneys disbursed by me.

JOSEPH H. VANCE,
Steward.

University of Michigan, June 30, 1857.

General Statement condensed from Bills presented, with accompanying Vouchers, approved by the Regents and on file with the Secretary of the University.

University of Michigan, in account with Joseph H. Vance,
Steward of the University.

DEBIT.

1856.

July	1.	To balance due as per last account rendered, June 30, 1856, for expenditures in department of Literature, Arts and Science,	\$32 03
"	1.	" balance due as per last account rendered, June 30, 1856, for expenditures in department of Medicine and Surgery,	135 58

July 1.	To balance due as per last account rendered, June 30, 1856, for expenditures in department of the Observatory,	37 02
" 1.	" balance due as per last account rendered, June 30, 1856, for expenditure in department of General Improvements,	75 71
1857.		
June 30.	" amt. disbursed department of Literature, Arts and Science,	2,815 86
" 30.	" amt. disbursed department of Medicine and Surgery,	1,483 15
" 30.	" amt. disbursed department of Observatory,	402 74
" 30.	" amt. disbursed department of Analytical Laboratory,	172 85
" 30.	" am. disbursed department of Special Improvements,	1,681 70
" 30.	" amt. disbursed department of General Improvements,	692 55
Total,		<u>\$7,529 19</u>

CREDIT.

1856.		
Oct. 1.	By warrant No. 427,	\$550 00
Dec. 15.	" 448,	300 00
" 20.	" 450,	200 00
1857.		
Jan. 2.	" 473,	1,000 00
" 8.	" 476,	500 00
" 12.	" 477,	500 00
Apr. 1.	" 504,	600 00
" 2.	" 505,	43 20
" 3.	" 508,	200 00

April 8. By warrant No. 509,.....	300 00
“ 14. “ 514,.....	200 00
June 30. By amt. rec'd Dept. Literature, Art and Science, for initiation fees, room rent, taxes, sale of lumber, &c., &c.,	1,555 20
“ 30 By amt. rec'd Dept. Medicine and Sur- gery, for initiation fees, diplomas, anatomical fund, &c., &c.,.....	1,252 00
By balance due Steward,.....	328 79
Total,.....	<u>\$7,527 19</u>

C.

REPORT OF THE LIBRARIAN.

Hon. M. A. PATTERSON,

Chairman of the Finance Committee:

SIR—I herewith present you a statement of the receipts and expenditures (as per vouchers 1-49) of the Library for the year ending June 30, 1857.

Very respectfully,

J. L. TAPPAN,

Librarian.

University of Michigan, June 30, 1857.

RECEIPTS.

Cash rec'd from Steward of Uni., on last year's ac't,	\$548 84
" " H. P. Tappan,.....	9 64
" " J. H. Vance,	6 87
" " L. Woodruff,.....	5 50
" " sale of Norton's Astronomy,.....	55 75
Warrant No. 401,.....	100 00
" " 405,.....	100 00
" " 407,.....	300 00
" " 513,.....	700 00
Total,	<u>\$1,826 60</u>

EXPENDITURES.

Books,	\$1,065 73
Periodicals,	316 73

Binding,.....	220 15
Printing,.....	167 50
Globe,.....	48 00
Exchange on drafts,.....	8 49
Total,.....	<u>\$1.826 60</u>

D.

REPORT OF UNIVERSITY TREASURER FOR THE YEAR ENDING JUNE 30, 1857.

1856.

Oct. 1.	To paid warrant No. 425,.....	\$50 00
" 15.	" " 435,.....	25 00
" 15.	" " 436,.....	24 00
" 14.	" " 437,.....	23 00
" 28.	" " 428,.....	115 00
" 28.	" " 438,.....	125 00
" 28.	" " 440,.....	100 00
" 28.	" " 439,.....	500 00
" 28.	" " 441,.....	375 00
" 28.	" " 432,.....	300 00
" 28.	" " 433,.....	250 00
" 28.	" " 424,.....	125 00
" 28.	" " 434,.....	300 00
" 28.	" " 427,.....	550 00
" 28.	" " 430,.....	52 50
" 28.	" " 421,.....	375 00
" 28.	" " 417,.....	375 00
" 28.	" " 431,.....	150 00
" 28.	" " 429,.....	45 00
" 28.	" " 422,.....	375 00
" 28.	" " 419,.....	312 50
" 28.	" " 423,.....	375 00
" 28.	" " 416,.....	375 00
" 28.	" " 414,.....	562 50

Oct.	28.	To paid warrant No. 426,.....	\$ 25 00
"	28.	" " 418,.....	312 50
"	28.	" " 415,.....	312 50
"	28.	" " 420,.....	375 00
"	28.	" " 412,.....	250 00
"	28.	" " 413,.....	950 00
"	28.	" " 411,.....	300 00
"	28.	" " 410,.....	500 00
"	28.	" " 409,.....	500 00
"	28.	" " 407,.....	300 00
"	28.	" " 406,.....	1,000 00
"	28.	" " 405,.....	100 00
"	28.	" " 404,.....	325 00
"	28.	" " 403,.....	225 00
"	28.	" " 402,.....	1,000 00
"	28.	" " 401,.....	100 00
"	30.	" " 442,.....	750 00
Nov.	7.	" " 444,.....	300 00
"	15.	" " 447,.....	750 00
"	16.	" " 448,.....	300 00
"	20.	" " 450,.....	200 00
"	29.	" " 451,.....	94 76
"	29.	" " 452,.....	34 38
Dec.	2.	" " 443,.....	250 00
"	2.	" " 445,.....	350 00
"	22.	" " 446,.....	700 00
"	23.	" " 449,.....	312 50
"	31.	" " 465,.....	375 00
"	31.	" " 468,.....	100 00
"	31.	" " 454,.....	312 50
"	31.	" " 458,.....	375 00
"	31.	" " 460,.....	312 50
"	31.	" " 455,.....	500 00
"	31.	" " 469,.....	125 00
"	31.	" " 471,.....	125 00

1857.

Jan.	1.	To paid warrant No. 457,	\$ 500 00
"	1.	" " 462,	375 00
"	1.	" " 456,	375 00
"	2.	" " 473,	1,000 00
"	2.	" " 463,	375 00
"	2.	" " 453,	562 50
"	2.	" " 472,	50 00
"	2.	" " 464,	500 00
"	6.	" " 475,	700 00
"	7.	" " 470,	125 00
"	8.	" " 474,	150 00
"	8.	" " 467,	125 00
"	8.	" " 476,	500 00
"	12.	" " 477,	500 00
"	24.	" " 478,	50 00
Mar.	28.	" " 459,	500 00
Apr.	27.	" " 484,	15 00
"	27.	" " 485,	16 50
"	27.	" " 497,	312 50
June	16.	" " 461,	500 00
"	16.	" " 466,	375 00
"	16.	" " 479,	375 00
"	16.	" " 480,	150 00
"	16.	" " 481,	500 00
"	16.	" " 483,	500 00
"	16.	" " 486,	30 00
"	16.	" " 487,	562 50
"	16.	" " 488,	312 50
"	16.	" " 489,	500 00
"	16.	" " 490,	375 00
"	16.	" " 491,	375 00
"	16.	" " 492,	500 00
"	16.	" " 493,	312 50
"	16.	" " 494,	375 00

June 16.	To paid warrant No. 495,.....	\$ 375 00
" 16.	" " 496,.....	375 00
" 16.	" " 499,.....	125 00
" 16.	" " 500,.....	125 00
" 16.	" " 501,.....	15 00
" 16.	" " 502,.....	125 00
" 16.	" " 503,.....	275 10
" 16.	" " 504,.....	600 00
" 16.	" " 505,.....	43 20
" 16.	" " 506,.....	23 50
" 16.	" " 507,.....	50 00
" 16.	" " 508,.....	200 00
" 16.	" " 509,.....	300 00
" 16.	" " 510,.....	20 00
" 16.	" " 511,.....	300 00
" 16.	" " 512,.....	200 00
" 30.	" " 533,.....	50 00
" 30.	" " 482,.....	500 00
" 30.	" " 498,.....	125 00
" 30.	" " 513,.....	700 00
" 30.	" " 514,.....	33 76
" 30.	" " 515,.....	36 00
" 30.	" " 516,.....	45 00
" 30.	" " 517,.....	12 00
" 30.	" " 518,.....	562 50
" 30.	" " 519,.....	312 50
" 30.	" " 520,.....	375 00
" 30.	" " 521,.....	375 00
" 30.	" " 522,.....	312 50
" 30.	" " 523,.....	375 00
" 30.	" " 524,.....	375 00
" 30.	" " 526,.....	50 00
" 30.	" " 527,.....	173 63
" 30.	" " 528,.....	312 50
" 30.	" " 529,.....	125 00

FOR THE YEAR 1857.

245

June 30.	To paid warrant No. 530,.....	\$ 125 00
" 30.	" " 531,.....	125 00
" 30.	" " 532,.....	125 00
		<hr/>
		\$39,927 33
June 30.	To balance to new account,.....	1,973 00
		<hr/>
Total,	.....	<u>\$41,900 33</u>

CR.

1856.

July 1.	By balance cash on hand,..	\$6,443 48
" 14.	" cash of State Treas.,...	8,375 21
Sept. 29.	" " " ...	4,345 95
Nov. 10.	" " " ...	654 00
Dec. 22.	" " " ...	4,117 70
" 27.	" interest on deposits,...	273 94
June 8.	" int. of sch. dis. on loan,	253 05
Mar. 28.	" cash of State Treas.,...	5,605 00
	" " " ...	2,543 00
	" " " ...	9,288 00
		<hr/>
		<u>\$41,900 33</u>

1857.

July 1.	By balance on hand,.....	<u>\$1,975 00</u>
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Warrants outstanding, July 1st, 1857.

No. 426,	\$66 67
No. 591,	5 00
		<hr/>
Total,	<u>\$71 67</u>

JOHN M. CHASE,
University Treasurer.

Ann Arbor, July 1st, 1857.

E.

REPORT OF THE STATE TREASURER.

UNIVERSITY INTEREST FUND.

Debit.

1856.

July 31.	To warrants paid this month,.....	\$8,375 21
Oct. 30.	“ “ “	4,315 95
Nov. 30.	“ “ “	787 04
1857.		
Jan. 31.	“ “ “	4,123 55
Mar. 31.	“ “ “	1 25
Apr. 30.	“ “ “	8,148 00
May 31.	“ “ “	9,288 00
	Balance,.....	3,923 26
	Total,.....	<u>\$38,992 26</u>

Credit.

1856.

June 30.	By balance,	\$4,305 54
July 31.	“ general fund,.....	4,669 67
“ 31.	“ cash,.....	166 95
Aug. 31.	“ “	2 30
Sept.	“ “	334 27
Oct.	“ “	389 14
	“ general fund,	4,106 99
Nov. 30.	“ cash,.....	129 06
Dec. 31.	“ “	16 56

1857.

Jan. 31.	By cash,	.....	\$ 134 63
" 31.	" general fund,	.....	4,121 98
Feb. 28.	" cash,	.....	710 15
Mar. 31.	" "	1,043 48	
Apr. 30.	" "	11,469 64	
" 30.	" "	4,191 55	
May 30.	" "	3,684 29	
June 30.	" "	116 06	
Total,			<u>\$38,942 26</u>
June 30, 1857. By balance,			<u>\$3,923 26</u>

F.

REPORT OF THE COMMISSIONER OF THE STATE LAND OFFICE.

STATE LAND OFFICE, }
Lansing, Mich., July 1st, 1856. }

To the Secretary of the Board of Regents University of Michigan:

SIR,—Agreeably to the requirements of Act No. 59, approved March 3d, 1849, the undersigned would respectfully report that the amount received during the year ending June 30th to the credit of the University Interest Fund, including penalties, is..... \$18,190 53

Quantity of land sold during above period, 972.45

acres, amounting to..... 11,669 40

Amt. paid on sales at time of purchase,..... 2,917 35

Amt. rec'd to credit of Uni. Fund on old acc'ts, 6,117 60

There was forfeited, (due March 1, and

remaining unpaid May 1, 1857,).... \$1,118 19

On which is chargeable as penalty 25

per cent,..... 282 64

\$1,400 83

From which deduct payments for May

and June,..... 26 69

1,374 14

No. of acres remaining unsold July 1st, 1857, is 3,315.25.

During the year no money has been loaned from the University Fund, nor have any warrants been received for University land.

JEROME M. TREADWELL,
Deputy Commissioner.

[III.]

APPENDIX.

I. Supplemental Report of the Regents of the University.

Those of our fellow-citizens who were acquainted with the condition of the University on the 1st of January, 1852, will remember that the new Regents, who then assumed the management of its affairs, and whose term of office is about to expire, at the very commencement of their duties encountered some perplexing embarrassments, which, for a time, retarded their efforts to infuse new life and energy into the institution. They found the University in debt,—the entire income for the year anticipated,—the warrants dishonored at an empty treasury,—one of its most important departments unpopular, and the prominent literary professors, who still had charge of their department, smarting under what they and their friends regarded as an insulting public dismissal.

It is with no design of censuring our immediate predecessors that we allude to this state of things. The debt was created in consequence of a laudable desire to enlarge the sphere of usefulness of the institution by establishing an important additional department, and it was reasonably anticipated that the increasing income of the University would provide for the increased expenditure. The peculiar organization of the University under the old system,

particularly the absence of a permanent executive officer, or President, to watch over and control its internal affairs, more than any other cause, led to the misunderstanding between the former Regents and Professors. Under the existing system, we trust a similar misunderstanding will never occur.

One of our first and most important duties was to endeavor to re-establish the financial credit of the institution. Besides the debt of \$100,000, originally obtained on the credit of the State by the issue of University bonds for that amount, and which was expended in the erection of buildings and aiding preparatory schools, called at the time "Branches of the University;" there was also a domestic debt in the shape of outstanding warrants amounting to \$12,761 98. The receipts from the University Interest Fund, during the year, were but \$12,619 50, or \$142 48 less than the domestic debt, leaving the entire support of the University to be provided for, without a dollar of income from the University Fund that could be legitimately appropriated to its use during the year. In this state of the finances it was clearly impossible to sustain the University, in a reputable manner, even for a single term, much less to answer the expectations of the people, or to fulfil the requirements of the constitution by the immediate election of a President and a thorough re-organization of the University. Whatever others may have expected from the supposed zeal and activity of the new board, recently elected by the people, we were promptly reminded by the importunities of the domestic creditors of the institution that without funds a University can no more progress than a railroad, a canal, or any other human enterprise. In this dilemma we were at a loss, for a time, what to do. To have closed the University would have been injurious to the reputation of the institution, and discreditable to the State. To have continued it, in its crippled condition, would have

been discreditable to ourselves. The legality of borrowing money on the credit of the University even for its immediate relief, was seriously questioned, as no such power is conveyed by the constitution, or by any act of the Legislature, and it is certainly wise to confine the expenditures of the institution within its actual income. We were also reluctant to countenance a precedent that might become a fruitful source of embarrassment hereafter. The expedient was finally adopted of changing the form of the outstanding obligations. A consolidated warrant for \$10,000 was issued bearing seven per cent interest, and payable three years from date. This warrant was placed in the hands of a responsible banker in Detroit as security, who promptly redeemed the floating University warrants, and thus the treasury of the institution was relieved by merely changing the form of the debt, and extending the time of payment, leaving, in the mean time, most of the income from the University fund to sustain the departments of the University. This income was by no means proportioned to its immediate and urgent necessities, and, on this fact being clearly shown, first, to Governor McClelland, and subsequently to Governor Bingham, through their recommendations and the enlightened policy of the representatives of the people, successive acts of the Legislature were passed relinquishing to the University, for a term of years, the annual interest on the University bonds.

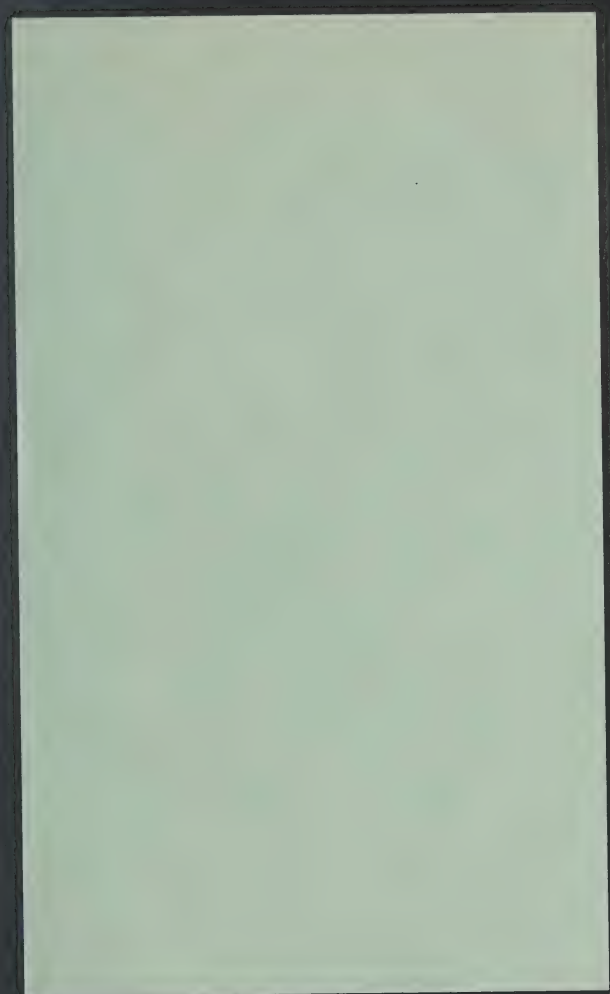
In consequence of the relinquishment of this interest, \$7,000 00 per annum was added to the University Interest Fund, which enabled us to pay the consolidated warrant before it was due, thus saving to the institution the interest on said warrant, or \$700 00 per annum.

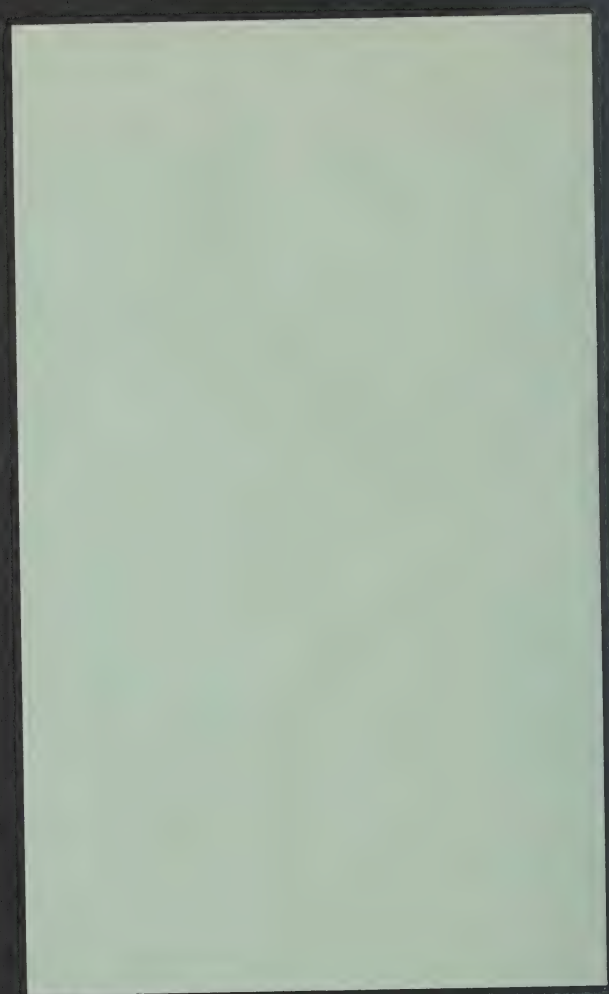
As soon as the financial condition of the University, and the information in possession of the board justified the measure, Henry P. Tappan, L. L. D., of New York city, was elected President of the University, and by virtue of

his office became its principal executive officer, which duty he has steadily performed with honor to himself and profit to the institution over which he presides. Believing that his views of a proper University education are liberal, progressive, and adapted to the present age, we have sustained him to the extent of our ability in all measures for the advancement of the University, and it gives us pleasure to add that we have rarely disagreed with him as to its true interests, during the period we have been associated in charge of the institution.

The prosperity of the University, and its adaptation to the highest educational wants of the people, can no longer be questioned. The evidence of this is found in its present freedom from financial embarrassment; in the deservedly high reputation it maintains at home and abroad; in its able and efficient corps of Professors and Assistant Professors, among whom are as thoroughly qualified educators as can be found in this or any other country, and who aid in attracting to its halls a constantly increasing number of students.

We trust it will not be regarded as improper on this occasion to allude to the fact that during the period the University has been under our charge, the experiment has been tried, for the first time we believe in the history of any State or nation, whether it is safe to entrust the highest educational interest in the country to a body of men elected directly by the people. The question has been, and may again be seriously asked, whether a Board of Regents elected amid the struggles for party ascendancy, and who owe their authority, for the time being, perhaps, to political preferences, are prepared to act so impartially that their fellow citizens of whatever political party or religious denomination shall have no just cause of complaint. The responsibility of being the first to test this important question having devolved upon us, we have not been unmindful





of the delicate nature of the duty, and as infallible guides for the management of the institution, we have constantly kept in view the important considerations that the University belongs to the whole people of the State—that it was not established for the purpose of promoting the peculiar views of political partisans or religious sects, but that its true mission is to provide for the people of Michigan an institution of learning that shall be to them a source of profit, of honor and pride—so elevated that no other institution in the country shall excel it in the means of imparting, in the language of the statute, “a thorough knowledge of literature, science and the arts”—so impartial, that none need fear the introduction of aristocratical tendencies, or the undue influence of wealth or station—and so moral, that the purest mind need not apprehend the contaminating influence of improper associations within its halls. This is our idea of a true University for the People, and we believe that an institution whose aim is less than this, will never succeed as a State University; conducted on these principles it will grow with our growth and strengthen with our strength, without a rival in our State, for there will be no cause for rivalry.

The accompanying reports from the Finance Committee, and from the President of the University, exhibit the state of the finances, and the general condition of the University; number of students, facilities for instruction, etc.

As we are about to close our official duties to this institution, we are reminded that of the eight Regents elected six years since, two have died, viz: Lieut. Gov. Parsons and Judge Ely. They were honest, intelligent men, unwavering friends of the institution, and prudent counsellors at our Board. While we pay this brief tribute to their memory we also are reminded of the uncertainty of mere human calculations—but if we have aided, however imperfectly, in placing one of our admirable institutions of learn-

ing on a foundation somewhat more popular and secure than we found it, the results of our efforts will continue long after we shall have passed from the present field of our labors.

M. A. PATTERSON,

In behalf of the Executive and Finance Committees.

II. Report on the Moral Conduct of the Students, and the means employed to impress upon them sound moral and religious principles.

We, the undersigned, members of the Faculties of the University of Michigan, in compliance with the request of the honorable the Board of Regents of the University, respectfully submit the following statement of facts:

While in common with the Faculties of all other Colleges and Universities, we have frequent occasion to admonish the young men entrusted to our tuition, and sometimes find ourselves forced to the more unpleasant duty of extreme measures; while also we are ready to acknowledge and to deplore our own want of perfection, both as instructors and as men professing the Christian religion, we cannot refrain from expressing our firm conviction—a conviction founded upon considerable experience as instructors, and upon intimate acquaintance with other seminaries of learning—that there exists in general among the students of the University of Michigan, a more virtuous sentiment and a higher tone of moral feeling than we have ever witnessed elsewhere; that the proportion of youth whose impulses are wayward and vicious is unusually limited; and that, in addition to youth of irreproachable character and sterling integrity, who have not become members of any Christian Church, there has ever been among us a very considerable number, we may with devout thankfulness add, an increasing number, who furnish

the most conclusive and gratifying evidence of active Christian piety.

To this expression of our opinion, we may add, that, as in other public institutions of the State, the Sacred Scriptures are regularly read, and prayers offered in the morning in the Chapel of the University by the President, or, in his absence, by the senior Professor; also that several series of lectures, one of which is now in progress, have been publicly delivered Sabbath afternoons by the President, on the evidences of the Christian Religion. In addition to these more public services, weekly prayer meetings are held among the students, and a society for Missionary Inquiry furnishes occasional addresses which are delivered in the different churches in Ann Arbor. In connection with this society an effort, first suggested by a Professor in the Medical College, is now making to establish a select library of religious literature, which shall not only be auxiliary to the researches of the Missionary Society, but which shall also furnish and encourage appropriate Sabbath reading among the students generally. Of our own earnest desire for the moral and religious welfare of the young men in the University, propriety forbids us to speak particularly; nor need we, on this occasion, enter into any more minute statement of facts. We would now, as always hitherto, speak with devout gratitude of the prosperity of the University of Michigan in all of its phases and varied relations; and it is our earnest desire that we, individual members of its Faculties, may prove ourselves worthy of so signal a blessing.

Finally, we are constrained to say that if any persons or class of persons have conceived an unfavorable opinion of the University as a place of education for Christian youth, with sincere deference to the persons who entertain this opinion, and with the fullest conviction that they would do us no wilful injustice, it is our conviction that such an

opinion must either be founded on an incorrect apprehension of the facts, or else from too limited a comparison with other institutions of learning. In the confidence that we may justly claim a moral superiority to the older colleges of our country, it has always afforded us pleasure to receive the notice and even the scrutiny of a candid and intelligent public.

All of which is respectfully submitted.

HENRY P. TAPPAN, <i>Pres.</i>	A. WINCHELL,
GEO. P. WILLIAMS,	F. BRUNNOW,
ABRAM SAGER,	C. L. FORD,
S. H. DOUGLASS,	H. S. FRIEZE,
LOUIS FASQUELLE,	A. D. WHITE,
M. GUNN,	ALFRED DU BOIS,
SAMUEL DENTON,	D. C. BROOKS,
JAMES R. BOICE,	JNO. E. CLARK,
A. B. PALMER,	DEVOLSON WOOD,

III. Memorial of the President and Faculty.

To the Mayor and Common Council of the City of Ann Arbor:

The undersigned, President and Faculty of the University of Michigan, beg leave to present to your honorable body the following statement and memorial, to wit:

That they experience serious embarrassment in their endeavors to educate the young men committed to their charge, and to form their habits and character, by reason of the wanton violation on the part of persons residing in this city, of ordinance No. 31, section 2, passed by your honorable body, in relation to the sale of intoxicating liquors. Many of these young men are minors, and with the inexperience and heedlessness of youth are liable to be led astray through social and generous dispositions in themselves commendable, when places of temptations exist.

The usefulness and prosperity of the University must be impaired if the city in which it is located gains the reputation of being dangerous to morals and good order.

The Faculty have the satisfaction of knowing that a very large majority of the young men under their care are strictly moral and orderly, but any examples of dissipation tend to bring a reproach upon the whole institution as well as upon the city. Rumor naturally exaggerates these evils; and the existence of wrong examples may lead to a wider demoralization.

The undersigned would therefore most respectfully call the attention of your honorable body to the above named violation, and urge upon your consideration the possibility of a stricter execution of an ordinance so honorable to your wisdom and sagacity.

University of Michigan, Dec. 22, 1857.

(Signed,)

HENRY P. TAPPAN, *Pres.*

GEO. P. WILLIAMS,

F. BRUNNOW,

SILAS H. DOUGLASS,

LOUIS FASQUELLE,

SAMUEL DENTON,

J. R. BOISE,

ABRAM SAGER,

A. B. PALMER,

DEVOLSON WOOD,

A. WINCHELL,

JNO. E. CLARK,

HENRY S. FRIEZE,

A. D. WHITE,

C. L. FORD,

ALFRED DU BOIS,

MOSES GUNN,

DALUS C. BROOKS.

At a meeting of the Common Council of the City of Ann Arbor, held December 29th, 1857, the Mayor presented and read the above memorial.

On motion,

Resolved, That the memorial of the President and Faculty of the University presents a subject worthy of our serious consideration, that the the evils complained of have engrossed much of our attention, that we have enacted as stringent ordinances on the subject as the Constitution

and laws of our State and our city charter permit, and such as will, if strictly enforced, remedy the evil.

Resolved, That we will as a Board, as well as individually, do all in our power to correct the evils complained of.

Resolved, That the Mayor be directed to prosecute for every gross violation of ordinance No. 31, and any other city ordinance, whenever such proof is offered him as will, in his opinion, ensure the conviction of the offender.

Resolved, That the Marshal and his deputies be instructed to exercise all due diligence in enforcing said ordinance.

Resolved, That the proceedings of this session of our Board be published.

W. S. MAYNARD, *Mayor*.

N. B. NYE, *Recorder*.

REPORT OF THE BOARD OF VISITORS TO THE UNIVERSITY.

To the HON. IRA MAYHEW, Superintendent of Public Instruction:

The undersigned appointed by you, in pursuance of the statute, to make a personal examination into the state and condition of the University, respectfully report the results of our examination, and suggest such improvements as we deem important.

One of our number, from his former official position and a warm personal interest in its foundation and progress, has been familiar with the University throughout its history. In order to fulfil the duties assigned to us by our appointment, the undersigned have visited the institution and satisfied ourselves, by personal observation and inquiry, as to its condition and wants.

Having individually and independently received our impressions and formed our opinions, and afterwards conferred together, we are prepared fully and cordially to unite in this report. In order that we may be as concise and succinct as possible we arrange it under several heads.

1.—*What the State University should be.*

It will be accepted by every citizen, as a self-evident proposition, that we do not want an institution suited only to an old aristocratic or despotic government. We need a place for the education of the sons of the people, adapted to the genius of our civil institutions and the spirit of republican liberty.

Let the University crown, as it was designed to do, our admirable system of general education, equally free in all its parts, and adapted to the wants and character of the people for whose benefit it is established.

Let the system, so excellent, upon the statute book, be carried forward as rapidly as possible to entire perfection. And, if we imagine it to be thus perfected we may form a very clear idea of what the University should be made. We shall have as good a school in every country neighborhood as the people are willing to sustain. We devoutly trust that every such school will yet become as perfect as a strictly primary school can be made.

In every village we shall have a Union School, with a corps of teachers capable of giving instruction in all desirable branches of a thorough practical education to those who do not wish to pursue a course involving several years of approaching or early manhood, and of fully preparing those who desire it to enter the regular college classes of the University.*

We shall have the normal school, already performing its noble work, furnishing to these common schools and union schools thoroughly trained and competent teachers, and also affording a perfect model of the highest excellence in the modes of teaching and school discipline.

And, then will come the University, with its collegiate departments corresponding in some degree with the German gymnasium, and also its special University departments.

It will be a long time, with the hoped for and probable progress of the union schools, before it will be desirable to separate the collegiate department from the University. Indeed we are strongly inclined to believe that it is far better that the college course of those who design to pursue special studies should be pursued under the same gen-

* See note at the end of this Report.

eral supervision and at the same place with their more extended range of study; whilst it would be a very doubtful policy to substitute the strictly graded system of Germany for the more popular plan of a union school. By designating this as a more popular plan, we do not intend merely that it is or will be more agreeable to popular feeling, but that it is better adapted to the popular wants and convenience. If it should be made necessary that a youth should leave home and go to one of a certain few points, in order to pursue certain studies embraced only in the gymnastic course, and which we propose shall be taught, as there may be a demand for them, in all the union schools, it seems to us that it would discourage rather than promote the more general diffusion of a high grade of education.

We do not wish to be understood as dogmatically asserting our irrevocable convictions, but as frankly suggesting our present impressions. By a full and free discussion and a candid obedience to the teachings of experience, we may hope to reach safe and unquestioned conclusions.

We advocate the most efficient provision for a thorough education of all who are willing to avail themselves of its advantages. We hold, therefore, that besides the college course, which affords a good introductory training to the young man wishing to enter upon the practical business of life, and an indispensable introduction to the study of the learned professions, our University should afford ample facilities for the full and satisfactory pursuits of special studies, and of the learned professions, excepting theology.

And these advantages, by the original constitution of the University, were designed for the whole people. All of its facilities were liberally provided for the young citizens of the then future Commonwealth, without fee or reward.

Such is the munificent and truly democratic plan of our whole system, including the University. It requires only the thirst for knowledge and means within the reach of the

son of almost every farmer or mechanic, to enable any young man to attain the highest intellectual accomplishments.

2.—*Wherein the University of Michigan differs from European Universities.*

We do not propose to extend our remarks under this head ; but as some unfounded prejudices have been created by the use of certain names, we propose in a general way to show that our own cherished institution is adapted to the true genius of our young and free country.

From the Prussian universities, to which it has often been compared, it differs mainly in two respects—the College and University proper are united together, and the instruction is not wholly by lectures.

In the German universities the students hear lectures, and read what books they choose, and dispose of themselves very much after their own fancy. With us certain text books are followed, and daily lessons are learned, followed by a searching and critical examination. And the student, particularly in the collegiate departments, is subject to a wholesome and enlightened discipline.

The system in our University also differs from the English, in important particulars. It utterly dispenses with the system of huddling the students together, separate and apart from society and the community, like anchorites, but without any part of their professed denial of the world. By allowing our students to seek board in private families, they still remain subject to the restraints and amenities of society, and the moral contamination and the formation of clans and conspiracies, so often witnessed under the English “Commons” system, are greatly discouraged. At the same time our system agrees in the main with the English in the method of instruction.

It is not, then, wholly Prussian, or a slavish copy of any antiquated or effete system ; nor is it a blind imitation of

any other, however efficient and wise it may be for the people for whom it is administered. It is not so stereotyped, by rigid rule and compass, but that the Regents have the fullest scope for the exercise of their highest wisdom in moulding its form to the progress of the age, and making it a truly American system.

3.—*What the University has become.*

We propose to inquire how far it has progressed towards fulfilling its magnificent design. It has been founded about twenty years. Within that period much useful experience has been acquired, and some erroneous ideas have been corrected. The experiment of a government without a head has been faithfully tried and abandoned.

Whilst much good has been done and foundations have been laid, during all these twenty years, the decided prosperity of the University is quite recent.

Within three years it has, by a sudden leap, reached a rank in reputation and actual efficiency, not perhaps equal with the very first of American institutions, but certainly inferior to very few. We venture our own humble opinion that there are none superior, except Yale and Harvard; and in some respects we claim a superiority of course and design for the Michigan University, even to these honored seats of learning.

The College classes are large and thoroughly instructed, as we know from personal observation. We assert boldly and strongly, that no college in our country is favored with better instructors, or those who exert more earnest zeal and practical intelligence in the training of their classes.

The Medical department is highly prosperous, having been attended during the past term by 167 students, of whom 27 received their diplomas. It is manned by a full corps of able instructors. The Professor of Chemistry is now instructing a class of fourteen enterprising young men in the special department of Analytical and Practical Chemistry.

The department of Astronomy is organized by the erection of an excellent Observatory, and the appointment, as Professor, of a practical Astronomer from the university of Berlin, whose merit is only exceeded by his unassuming courtesy and modesty.

The department of Law is not yet organized, but doubtless will be, as soon as practicable. We venture to suggest, that one instructor of Law should be appointed without great delay, whose special duty it shall be to make the advanced classes thoroughly acquainted with the constitutions and general laws of our country, the law of the common transactions of life, and the forms of, and the law relating to ordinary county, township and school district business, and perhaps also with general political science and history.

4.—*Buildings, Apparatus, etc.*

The location of the University is beautiful and in all respects appropriate. The grounds are capable of embellishment and improvement, which should not be long delayed. We trust the Regents will give their early attention to a system of enlightened ornamentation of the whole grounds.

The buildings are very inadequate and of the cheapest description. The extreme economy exhibited has been a matter of necessity, but if still enforced, it may prove a loss rather than a saving. By changing the two old buildings, heretofore partly occupied as lodgings rooms, entirely into library, recitation rooms, &c., these wants will be pretty fairly met. But the whole interior arrangements and finish of these buildings, and also of the Medical College, are far inferior to what the present standing and growing prospects of the institution demand.

Neatness and chaste beauty have a restraining and educational influence too valuable to be neglected by the enlightened educator. This principle is fully adopted in

our eastern cities, even in the construction of their common school buildings, and it should not be overlooked in our University. If elegant and tasteful buildings are useful in governing and educating the more rude and ignorant children of a city, upon what just grounds can we wish for those of an inferior character for the sons of the intelligent citizens of our State?

No more buildings will be required for lodging rooms, as we believe it will be adopted as the very best plan, to leave the students to select their boarding places, under the direction of their parents, in the city of Ann Arbor. This arrangement enables parents to provide for the essential influences of Christian teaching and example, in accordance with their own views. The government of the University will justly enforce the wishes of parents, in this respect, and thus the youth will be trained in the faith of their fathers.

5.—*The wants of the University.*

There is no want which the Regents, in co-operation with the very competent Faculty, would not very promptly supply, *if they had the means*. It is with the hope of aiding them, however humbly, in obtaining the requisite means, that we here speak of these wants.

Let no citizen be staggered with the suggestion that the University wants money. It does in fact need it, and wisdom dictates that it should have aid at the proper time, and not after the niggardliness of the State may have fatally crippled its growing power.

It is prepared, we believe, with prudent management, to afford gratuitous education to all our sons who are likely to seek its halls, without support from the State treasury, if it can be adequately supplied with capital by way of buildings and apparatus. Let not a State which is, compared with the majority of her sister States, free from the burdens of debt, and which can cheerfully and gladly spend

three hundred thousand dollars in erecting an asylum for the insane, (a most glorious charity,) —let not such a State begrudge one hundred thousand dollars for the education of those of sound mind who are to rule her future destinies.

The Regents are now erecting a Chemical Laboratory out of means under their control,—an improvement which has been much needed and which will be a credit to the institution.

The most urgent present want is, perhaps, a Chapel. The room now occupied for this purpose is wholly insufficient for the accommodation of the present number of students. And there is no suitable place for any public exercise which the people may have an interest in attending.

There is also a great want of apparatus, in view of the rapid growth and brightening prospects of the University. Even the Professor of Chemistry, who has been many years accumulating a store of means and instruments by small accretions, is obliged to employ his own mechanical ingenuity in preparing illustrations of his lectures. Philosophical apparatus is almost literally wanting.

The Library, although excellent and select in its composition, is utterly inadequate to the actual wants of professors and students. It needs, at once, a large addition, and provision for its annual increase.

In the departments of Mineralogy, Zoology, Geology and Botany, thanks to the energy and industry of the lamented Houghton, there are very creditable cabinets. Our object is in no respect to disparage the institution, but to point out its claims to the justice and liberality of the State.

As nearly as we can ascertain, the sum of *one hundred thousand dollars*, which we are inclined to think the State treasury honestly owes the University fund, would be sufficient for the present wants above indicated. We respectfully present this claim, through you, to the favorable consideration of the Legislature.

One subject, in relation to the practical management of the University, seems to be a proper subject of remark from us, in this connection. The care of this management has been wisely vested in a Board of Regents, who are elected by the people, in separate districts. By leaving the design to be fully carried out, and abstaining from legislative interference in the internal government and arrangements of the institution, we think one of the greatest dangers arising from its being under State patronage will be avoided. If the course of study, or any other such matter is to be subject to the changing opinions or whims of the changing legislators, there will be danger that the University can not have or retain any certain or permanent reputation. It must necessarily be greatly dependent upon its *character* for its prosperity. We think that the popular election of Regents affords ample opportunity for the impress of the deliberate popular sentiment, and that a wise policy, to say nothing of any constitutional or legal questions, should induce the Legislature to abstain from directly interfering with the internal affairs of the institution. Whether the particular measure is agreeable to our wishes, in itself, or otherwise, ought not to warp our judgment upon such a question.

6.—*Future Prospects.*

The career of our University, in the future, is to be determined by the active support, or blind indifference of the present generation, and particularly of those about to wield the destinies of the State by reason of their official position. The present revived and highly prosperous condition of the institution is not owing to one, or even two, but to several causes. One of the most prominent of these is a change of policy in relation to practical government. For some years there was no responsible head, and no institution of learning without a head can be prosperous.

The selection of a man of wide distinction, of eminent

literary attainments and educational experience, as the head of the University, has had great influence in producing its increased prosperity. But, if possible, a still greater influence has resulted from the filling up of the required professorships, with experienced teachers and thorough scholars. The discipline of the College departments has been much improved, and we feel confident it will continue to be such that parents will feel a satisfaction in placing their sons under its wholesome restraints.

With such a well devised plan and such a noble beginning, we can, if we will, make our educational system, in its whole extent, the most perfect and efficient of any now existing. We envy not the citizen of Michigan his contracted mind, who could not take pride and pleasure in promoting so glorious an achievement.

In the race of civilization now being contested amongst our States and other enlightened nations, together with Christian morality, the highest intellectual training will secure the greatest success. Even a small State may enjoy pre-eminence and countless blessings, by the perfect educational training of its people. The inhabitants of Michigan are a people derived mainly from educated communities. We are favored with every desired opportunity to rise still higher in the scale of civilization. We have only to improve our opportunities in order to permanently establish our beloved State upon a full equality with any one of the confederated republics of this great nation.

Every motive of generous State pride, as well as every sentiment of Christian philanthropy, urges us to a liberal and enlightened policy.

Our deep interest in this most important subject must be our apology for extending this report to so great a length.

JOHN D. PIERCE,
HENRY C. KNIGHT,

September 30, 1857.

Visitors.

NOTE.—The undersigned begs leave to state, that, in speaking of union schools in this report, it was not his intention, and he fully believes it was not the intention of his colleague, to recommend any radical change in the character and objects of those schools as now established. It will be noticed that we speak very doubtfully of a completely *graded system* of schools. There is a wide distinction between a strict gradation of *scholars* and *classes*, and such a gradation of *schools*. Thus, we speak of the union school as being capable of obviating the necessity of taking the youth who may wish to prepare for a college course away from the care of his parents and the restraints of home. The union school is but an improved form of the “common school.” We do not recommend that the primary or common school shall be a strictly *primary* school, in what we suppose to be the Prussian sense; but, that it shall afford as full an education in English studies, from the alphabet to the mathematical and natural sciences, as the means and liberality of the district may permit, by providing sufficient accommodations and instruction. In the union school this idea may be carried to a higher degree of perfection than in a single small district school; and, in addition, when the people of the district require and consent, classical studies may be pursued to the extent of preparing pupils to enter the college classes.

We conjecture that no other schools will be needed for some years, and that future experience, and a free and manly discussion, when the University proper may so expand as to render the collegiate department a burden, and denominational colleges may have demonstrated their capacities, will be likely to guide our successors to the best means of entirely perfecting what has been so well begun.

I only am responsible for this note.

H. C. K.

AGRICULTURAL COLLEGE OF THE STATE OF MICHIGAN.

CONSTITUTIONAL PROVISION.

The Agricultural College of the State of Michigan was established in obedience to a requisition of the Revised Constitution of the State, adopted 15th August, 1850, which may be found in Art. 13 :

“Sec. 11. The Legislature shall encourage the promotion of intellectual, scientific, and agricultural improvement ; and shall, as soon as practicable, provide for the establishment of an Agricultural School. The Legislature may appropriate the twenty-two sections of Salt Spring Lands now unappropriated, or the money arising from the sale of the same, where such lands have been already sold, and any land which may hereafter be granted or appropriated for such purpose, for the support and maintenance of such School, and may make the same a branch of the University, for instruction in agriculture and the natural sciences connected therewith, and place the same under the supervision of the Regents of the University.”

ACT OF ORGANIZATION.

The Legislature, in order to carry out the foregoing provision of the Constitution, at the session of 1855, passed the following act :

[No. 130.]

AN ACT for the establishment of a State Agricultural School.

SECTION 1. *The People of the State of Michigan enact,*

That the President and Executive Committee of the Michigan State Agricultural Society, be and are hereby authorized to select, subject to the approval of the State Board of Education, a location and site for a State Agricultural School, within ten miles of Lansing; and subject to such approval, contract for and purchase for the State of Michigan, such lands, not less than five hundred acres, nor more than one thousand acres, in one body, for the purpose of an experimental farm and site for such Agricultural School: *Provided*, That the amount to be paid for such farm and site shall not exceed fifteen dollars per acre, and that the conveyance or conveyances be made to the State of Michigan.

Sec. 2. There is hereby appropriated twenty-two sections of Salt Spring Lands, or the money arising from the sale thereof, referred to in article 13, section 11, of the Constitution of the State of Michigan, for the purchase of land for such site and location, and the preparation thereof, the erection of buildings, the purchase of furniture, apparatus, library and implements, payment of professors and teachers, and other necessary expenses to be incurred in the establishment and successful operation of said school.

Sec. 3. Upon the execution and delivery to the Secretary of State of the proper conveyance or conveyances of the land, the purchase of which is provided for in the first section of this act, and the certificate of the Attorney General that he has examined the title to the same, and finds it unencumbered, and that the conveyance or conveyances are executed in due form, and a certificate of the President and Secretary of the Board of Education, that the same is in accordance with the contract or contracts for the purchase of the same, and that the location has been approved by them, the Auditor General shall draw his warrant or warrants on the State Treasurer for the amount of such purchase, in favor of the party or parties to whom such sum or

sums shall be due, payable out of said Salt Spring Lands, or money accruing from the sale of the same; and the said certificates in this section mentioned, shall be filed and preserved in the office of the Secretary of State.

Sec. 4. Upon the purchase of such location and site, there shall be established on such site, under the direction and supervision of the State Board of Education, an Agricultural School, by the name and style of the Agricultural College of the State of Michigan, and the chief purpose and design of which shall be to improve and teach the science and practice of agriculture.

Sec. 5. The course of instruction in said College shall include the following branches of education, viz: an English and Scientific Course, Natural Philosophy, Chemistry, Botany, Animal and Vegetable Anatomy and Physiology, Geology, Mineralogy, Meteorology, Entomology, Veterinary Art, Mensuration, Leveling and Political Economy, with Book-Keeping and the Mechanic Arts which are directly connected with agriculture, and such other [studies] as the Board of Education may from time to time see fit to prescribe, having reference to the objects specified in the previous section; and the said Board may establish such Professorships, and employ such Professors and Teachers, to be called the Board of Instruction of said College, for the instruction aforesaid, as they may judge best for such object: *Provided*, The sum paid such professors and teachers for the first year after said College shall go into operation, shall not exceed the sum of five thousand dollars, and for the next year, not exceeding the sum of six thousand dollars, and for any years thereafter such sum as the State Board of Education may deem necessary for the successful operation of the institution. Tuition in said institution shall be forever free to pupils from this State, and any number of pupils may be admitted who shall apply from any part of this State: *Provided*, That in case more pupils ap-

ply than can be accommodated or taught, then said Board shall adopt some equitable plan, giving to each county a number according to the ratio of population, as it shall appear from the census last taken; and in that case, those from each county shall be admitted in the order in which they shall apply, until the quota of such county be full.

Sec. 6. There shall be two scholastic terms in each year, the first term commencing on the first Wednesday in April, and ending on the last Wednesday in October, the second term commencing on the first Wednesday in December, and ending on the last Wednesday in February; and no pupil shall be received for less than one term, unless by special permission from the Board of Instruction.

Sec. 7. The Board of Education, upon consultation with the Board of Instruction, shall, from time to time, fix and establish rules as to the number of hours which shall be devoted to manual labor and to study, which may be different in different terms or seasons; but during the first term in each year, the time devoted to labor shall not be less than three nor more than four hours each day; and no student or pupil of said College shall be exempt from such labor, except in case of sickness or other infirmity.

Sec. 8. The Board of Education shall appoint one of the professors in said College to be President thereof, and one to be its Secretary, and one to be its Treasurer; and the Board of Instruction may establish such rules and regulations, from time to time, for the government of said College and instruction therein, as they may deem proper in any matter not regulated by the Board of Education; and the rules and regulations adopted by such Board of Instruction, shall remain in full force until altered by said Board of Education. And said Board of Instruction shall have power, subject to the approval of the Board of Education, to establish By-laws for the government and discipline of the pupils of said College, in regard to conduct and behavior, and to

affix such pecuniary penalties as they may deem proper, and to prescribe the causes for expulsion or dismissal of any such pupil, which By-laws shall have the force of law, unless altered, modified or repealed by the Board of Education or the Legislature; and the Board of Education shall fix the compensation to be credited or paid for the labor performed by pupils, under the provisions of section seven of this act.

Sec. 9. The President of said Board of Instruction shall preside at all meetings of said Board, except in case of sickness or absence; in which case the Board may elect one of their number President *pro tempore*; and it shall be the duty of the President to see that all the regulations established by this Act, by the Board of Education, and by the Board of Instruction in regard to the government and instruction in said College, be enforced.

Sec. 10 The Secretary of said Board of Instruction shall record all the proceedings of said Board, and all regulations and by-laws for the government of said College, and shall publish the same, and furnish a copy thereof to the Governor of this State, to each member of the Board of education, to the county clerk of each county, and to the clerk of each organized township in this State. He shall also keep a full record of all improvements and experiments made on said lands, their cost and results. He shall also keep a careful account with each field, in connection with a plan of the farming lands or farm, exhibiting the position of each, in which shall be shown the manner and cost of preparing the ground, the kind of crop, time of planting or sowing, the after condition, the time and manner of harvesting, the labor devoted to each process and its cost price, with the cost of preparing the matured crop for market, and the price for which it was sold, and of such other matters as the Boards of Education and of Instruction, or either of them, may require of him; and he shall furnish a copy thereof at the end

of each term to the President of the Board of Education; and the said record shall, at all reasonable hours, be open to the inspection of any citizen of this State.

Sec. 11. The Treasurer shall receive and keep all moneys arising from the sale of products of the farm, and from fines and penalties that may be imposed, and shall give bonds in such sum as the Board of Education may require. He shall pay over all moneys upon the warrant of the President, countersigned by the Secretary, on account of such contingent expenses of the institution as may arise. He shall render annually, in the month of December, to the Board of Education, and as often as required by said Board, a full and true account of all moneys received and disbursed by him; stating for what received and paid, and shall produce vouchers for such payments. The surplus money, if any remain in his hands at the time of rendering such account, shall, if required by said Board, be paid over to the State Treasurer, to be placed to the credit of said institution.

Sec. 12. After said College shall have commenced its first term, the Superintendent of Public Instruction shall appoint visitors for the same, who shall perform the like duties required of such visitors by law, in reference to the State Normal School.

Sec. 13. This act shall take effect immediately.

Approved February 12, 1855.

LOCATION AND BUILDINGS.

On the 16th June, 1855, the President and Executive Committee of the State Agricultural Society—present, A. Y. Moore, President, J. C. Holmes, Secretary, and Messrs. S. M. Bartlett, Payne K. Leach, James Bayley, Justus Gage and John Starkweather—in accordance with the provisions of the foregoing law, selected the tract for the Agricultural Farm offered by Col. A. R. Burr, of Lansing, consisting of 676 57-100 acres. The selection was approved by the State Board of Education, and the purchase made. The tract lies

three and a half miles directly east from Lansing, and the avenue eastward, starting from the front of the Capitol, would pass in front of the College Buildings. The Farm lies on both sides of the Cedar River, and is regarded as a judicious and admirable location, although it was nearly in a state of nature at the time of the purchase.

Under the superintendence of Mr. S. M. Bartlett, of Monroe, a College Building 100 feet by 50, and a Boarding House of nearly equal size, each three stories high, and of brick, have been erected.

To Mr. J. C. Holmes great credit is due for his indefatigable exertions in all the incipient movements that have resulted in the establishment, so far, of the Institution.

LEGISLATION IN 1857.

The present Legislature of the State, has made provision for further maturing and sustaining the institution for two years, by the liberal appropriation of Forty Thousand Dollars, according to the terms of the following Act:

[No. 142.]

AN ACT making an appropriation for 'the State Agricultural School, and to amend the act entitled "An Act for the establishment of a State Agricultural School," approved February twelfth, eighteen hundred and fifty-five.

SECTION 1. *The People of the State of Michigan enact,* That there be and there is hereby appropriated out of the treasury of this State, the sum of forty thousand dollars, for the erection of buildings, purchase of furniture, apparatus, implements and library, payment of Professors and Teachers, and to improve and carry on the Farm, and other necessary expenses to be incurred in the successful operation of said School during the years eighteen hundred and fifty-seven and eighteen hundred and fifty-eight; which sum shall be drawn from the treasury on the presentation of the proper certificates of the Board of education to the Auditor General, and on his warrant to the State Treasurer.

Sec. 2. Section second of the act entitled "An Act for the establishment of a State Agricultural School," approved February twelfth, eighteen hundred and fifty-five, is hereby amended so as to read as follows, to wit: That there is hereby appropriated twenty-two sections of Salt Spring Lands, or the money arising from the sale thereof, referred to in article thirteen, section eleven, of the Constitution of the State of Michigan, for the purchase of land for such site and location, and the preparation thereof, the erection of buildings, the purchase of furniture, apparatus, library and implements, payment of professors and teachers, and other necessary expenses to be incurred in the establishment and successful operation of said School; which sum shall be drawn from the State Treasury on the presentation of the proper certificates of the Board of Education to the Auditor General, and on his warrant to the State Treasurer; but not to exceed in the whole amount the sum of fifty-six thousand, three hundred and twenty dollars, the minimum price of said twenty-two sections, unless the whole proceeds of the sales of said sections shall exceed that sum, and then not to exceed the amount of such proceeds.

Approved February 16, 1857.

DEDICATION.

A corps of Professors having been chosen, and the Institution prepared for the reception of Students, it was dedicated by the Board of Education to the purposes for which it was designed, with appropriate services, on the 13th day of May, 1857, in the presence of the Governor, several officers of the State Government, and a large concourse of citizens, from various parts of the State.

At 10 o'clock, A. M., Hon. H. L. Miller, President of the Board of Education, called the assemblage to order with the following brief remarks:

FELLOW CITIZENS—The attendance here to-day, of so large an assemblage of the citizens of the State, to witness and

take part in the opening of this Institution, affords me a high satisfaction, and I feel it to be a grateful duty, on the part of the Board of Education, to express the great pleasure it gives them. It manifests a warm interest in the cause of Education; also, in that department of it to which this Institution is to be more particularly devoted. During the time which this Board have been occupied in carrying out the designs which the State had committed to them, they have felt strongly that everything connected with the Institution was new, and that, in pushing them to completion, they would have to undergo peculiar trials, and that they could look nowhere for precedents by which they might be guided. They are now happy to feel, by your presence, that your countenance and sympathy are with them. In commencing the exercises, with which it has been deemed proper to celebrate the occasion of delivering the College and all its appurtenances into the charge of the Faculty, that that body may now commence the labors of instruction, I deem it peculiarly appropriate to recognize the guardianship of that one Great Being, who is before all human powers, and we will now commence our exercises by reading a portion of the Divine Word.

After the reading of the first twenty verses of the third chapter of the Book of Proverbs, by the Rev. George Willard, a member of the Board of Education, and prayer by the Rev. William Mahon, the Hon. John R. Kellogg, senior member, in behalf of the Board of Education, formally delivered the Institution and Farm into the charge of the President and Faculty of the College.

The Hon. Joseph R. Williams, President of the Institution, responded in the following address:

*Gentlemen of the Board of Education
of the State of Michigan:*

It seems appropriate, on the assumption of the duties and responsibilities of their position, that in behalf of the

Faculty, I should indicate the design, the scope, and the capacities of this Institution, explain some of the difficulties that beset it, and state some of the advantages which may result from its establishment.

The energies and aspirations of our race often feel the want of agencies necessary to their further development, before such agencies appear. Rarely, however, is any enterprise matured, which the condition of society does not demand. Perfect as our educational systems are, for a long time a great vacuum has remained to be filled.

Besides the Common School and the University, there have been no Institutions, which, taking the student directly from the common school, and omitting studies purely literary and classical, on which he has no years to bestow, yet carry him farther than the University in the application of modern science to the practical business of life, particularly Agricultural Life. In the higher institutions, men were fitted, yea, accomplished, for professional life, but during four years devotion to severe study, few attainments were made valuable to a cultivator of the soil, while tastes and habits were acquired which created indifference and inaptitude to the most healthy and rational of the occupations of man.

By reason of traditionary neglect and prejudice, seven-eighths of the race, on whose toil all subsist, have been deemed unworthy of mental cultivation, while the smaller fraction, who live, some by most honorable toil and devotion to human interests, and some on the miseries, credulity, ignorance, and even crimes of mankind, have been deemed worthy of the highest advantages of education. The parasite, insinuating itself among the bark, has been carefully nurtured, while the parent tree, grappling its strong roots in the earth, has been neglected.

That the agricultural masses have felt keenly this great want, is evidenced by the simultaneous creation of Agricul-

tural Societies and Periodicals, and the craving for more abundant knowledge. Colleges are springing from the same necessity. New York and Pennsylvania are maturing, and two or three other States are taking the initiatory steps towards establishing Agricultural Colleges. Here, on the very margin of the cultivated portions of our country, where the "forests primeval" are just vanishing before the encroachments of civilization, the youthful and vigorous State of Michigan, first among her sister States, dedicates this Institution to the instruction of men who are devoted exclusively to the cultivation of the earth. Established on no precedent, it is alike a pioneer in the march of men and the march of mind. It is peculiarly fit that such an enterprise should be founded on the confines of the country, which a native poet, Whittier, so gushingly describes ;

"The rudiments of empire here,
Are plastic yet and warm,
The chaos of a mighty world
Is rounding into form."

The elements of the Institution around us are rough and crude, but even in the embryo, we recognize an enlightened forecast, that would do honor to those venerable commonwealths which have stamped their indelible impress on the history of mankind.

I will, at the outset, deal with some of the objections to this Institution. Men will brand it as an experiment. They will demand results before they are willing to afford aid or sympathy. Even legislators pause in maturing the plan, which in its design and nature must be comprehensive, or prove abortive. They propose to afford it a liberal endowment, and place it on an immutable foundation, if it shall prove successful. They propose to allow us the range of waters, when we have learned to swim on dry land.

The charge that an enterprise is an experiment has no terrors for me. When Clinton was promoting his great

canal project, it was denounced as the insane vision of a theorist, and his surveys were branded as imposture. Yet these lands you occupy, and large portions of the northwest, now covered with thriving communities, would have been to this day vast solitudes, had his experiment been crushed. Throughout Europe, even in England, they use sickles to cut wheat. To them the cradle scythe would be an experiment. When McCormick's Reaper was exhibited at the World's Fair, it was ridiculed by a leading London periodical, as an ugly cross between a flying-machine and a windmill. When Jethro Wood's cast-iron plow, which has saved to the farmers of this country tens of millions of dollars, was first introduced, it met with unsparing ridicule. The first man who budded a fruit tree was doubtless regarded as a greater dolt than the subscriber, a few years since, to an agricultural paper; and the man who first plowed in clover to renovate the soil, his neighbors doubtless advised to go to the Lunatic Asylum, or join the Agricultural Society. The first attempt to place an iron shoe on a horse's hoof, was doubtless ridiculed as an attempt to improve a limb rightly fashioned by the Creator. It is less than a century since people were mobbed in England, for attempting the introduction of a saw-mill, insisting on the prescriptive right of the laborer to the employment of cleaving lumber with wedges. It is said that no physician who had reached the age of forty, embraced at its announcement, or ever admitted, Harvey's discovery of the circulation of the blood.

The next objection urged to this Institution will be its Cost, and the alleged taxation necessary to its support. The Institution has been initiated, and thus far matured, exclusively from the \$56,000 derived from Salt Spring Lands donated to the Territory of Michigan by the general government, and not a dollar of the additional \$40,000 appropriated by the last Legislature, for use during the next two

years, is yet consumed. In the next place, the railroads and mining corporations of the State, pay into her treasury a large specific tax, and it seems the plainest exercise of justice, to devote moneys so levied to enlarge the intelligence, and increase the production of the State.

It becomes men to examine the whole subject of taxation, and discriminate against that only which is oppressive or of doubtful utility, and bear with cheerfulness that which is fraught with beneficent results. Our national government is now annually expending over \$70,000,000. That sum is nearly all consumed in supporting destructive agencies. The Army costs more than \$18,000,000, and the Navy more than \$12,000,000. "They toil not, neither do they spin." The Patent Office is designed to foster and promote inventive genius, to abridge human labor, and to bring comfort to every door. Yet, while vast appropriations are made for other agencies, none are made for this. The only creative and positively producing function of the government is compelled to support itself. The fees exacted from inventors, support the Bureau. It is true, however, that \$75,000 per annum have been appropriated for the purchase and distribution of seeds, plants, cuttings, &c., and the Annual Agricultural Report is printed by Congress. The whole sum paid by the government for the promotion of Agriculture, may amount to \$250,000 per annum, out of more than \$70,000,000 expended—one two hundred and eightieth part of the whole. We have a Senate at Washington, of the great Statesmen of the nation. A few weeks ago it revised its committees, and abolished the Committee on Agriculture. So the Senate of your country recognizes in its organization, no such national interest as Agriculture. Alexander of Russia does better, for the ruling industry of his people is made an object of solicitude in a department of his government.

The United States Agricultural Society, at its annual

meeting in January last, strongly urged the appropriation of 500,000 acres of land by Congress, to each of the States, for the promotion of Agricultural Education. The Legislature of Michigan, in 1850, anticipated them, by instructing their delegation in Congress to ask 350,000 acres of land, for the establishment of Agricultural Schools in this State. Possibly, Congress may hereafter deem it as sagacious to enlighten the future occupants of the continent, as to construct railroads for transporting them. Vast grants of lands have recently been made to the North-Western States. Without disparagement to other enterprises, it is a self-evident proposition, that no appropriation can be so far-reaching and so vital, even to the material prosperity of new communities, and so prolific of incalculable results, as donations for education. Let us hope, therefore, that in due time the national government will permanently endow this and similar institutions, and relieve the people of Michigan, and other States, from every duty but a benignant guardianship.

It would be well, therefore, for a generous citizen to consider whether the enterprise before us, designed to multiply his earnings and enjoyments, and elevate his calling to a higher dignity, is worthy of the captious and trivial objection that it may cost him an insignificant taxation. Two cents per annum for each inhabitant, embracing the next ten years, would probably cover appropriations for the College as ample as those of last winter, and far more than could be required. It would not amount to six kernels of corn per day. If an Institution should perish from such a consideration, the wisdom of the people will degenerate to a level of the wisdom of the Senate.

The next objection is embraced in a question triumphantly asked, "How can you teach a man to plow or hoe?" that is, "How can his practical skill be improved?" I contend that even in this narrow view, the mere application of

labor, there is much to be learned. An English ditcher will dig three rods of ditch to your two, and do it better. An English plowman, taught with implements far inferior to yours, will strike a straighter and far more even furrow than you can. If a farmer's practical skill cannot be improved, he had better abandon the threshing machine and take up the flail, and had better resume the sickle for harvesting his grain. The average production of corn in Michigan is twenty-three bushels per acre; of wheat, less than thirteen bushels per acre, and of wheat in Ontario, a model county in New York, fifteen bushels per acre. Now, if the practice is right, the farmer does not understand the true principles of culture. If his theory is right, then his practice is wrong. Probably theory and practice are both wrong, and there is room for vast improvement in both. In some of the old countries in Europe, the wheat crop runs up to forty, fifty, and even seventy bushels per acre, and their average crop is nearer forty than thirty bushels per acre. The difference between thirteen bushels and thirty bushels per acre would make an annual gain to Michigan, during the next six years, of \$10,000,000 at least. Have the wheat growers of Michigan nothing to learn?

The exhaustion and deterioration of the soil has been estimated at ten cents per acre, annually. There are about 130,000,000 acres of arable land in the United States. There must be a loss of \$13,000,000 annually, therefore, mostly for want of practical skill in resuscitation of the land. The cultivated land of Michigan is 3,000,000 acres. The loss to Michigan, therefore, from this cause, is about \$300,000 annually. This exhaustion of the soil is a great National practical error and sin. Has the farmer nothing practically to learn?

Pass along any great thoroughfare, and you will soon come to a farmer who yards his cattle in the public highway, wastes the manure which should fertilize his fields,

and allows the public to thread their breakneck passage among them. The next, perhaps, feeds his corn whole, and loses a third of its nutriment. Another deprives his pigs of light, and their growth stops. Another allows pestilential gasses, generated under his barn, to be inhaled by his stock. Another allows his cattle to drink out of mere mud holes, instead of pure water. Another allows his sheep in winter to go without any water at all. The next exposes his calves and colts to the wintry storms, thus arresting their growth, while it would absolutely cost less to keep them growing and housed. The next has perhaps not a fit tool to work with efficiency on his whole farm. Another sows poor or mixed seed, or not half enough, and as a consequence reaps half a crop. The next ploughs his land but three or four inches deep. He has little faith in deep ploughing and thorough pulverization, but has full faith in the signs of the zodiac, the moon and luck. He believes in good luck while putting in the seed, and has a realizing sense of ill luck in harvesting—costly experience in both theory and practice.

I could extend this list of practical errors to an indefinite length. Such facts prove, that instead of less, the farmer has more to learn practically about his business than any other man in the world. In fact, one-third of the industry and energies of the farmers of our country, are literally wasted in consequence of ignorance, and defiance of all rules of thrift and economy. The same recklessness among men in other pursuits, would result in immediate bankruptcy and starvation.

Some ten years ago the potato rot seized the staple aliment of the people of Ireland, and before a year had expired, a million of human beings fertilized her soil. The disease must be caused by a violation of some vital law of germination and growth of the potato. That violation, I have no doubt, can and ought to be discovered. Have the

peasantry and landlords of Ireland nothing practically to learn? Several different insects commit ravages on the cotton plant. They fasten themselves upon it, at every stage of growth, from the germ to the boll. Has the cotton grower nothing to learn in arresting the ravages of these destructive pests? Several different insects infest the wheat fields of our country. They take it in all its various stages, and sweep a region like the locusts of Egypt. Have the wheat growers nothing to arrest and investigate in regard to this destructive enemy? A malady has been sweeping off the swine in a large portion of the middle and western States, designated after a fearful scourge of the human race, the Hog Cholera. The loss is estimated by millions of dollars. Whether caused by contagion, or whether it originates in some error of feeding, a law of the nutrition and growth of the animal is violated. Have the hog growers nothing to learn?

The idea that perfect farming consists only in aptness at labor, and strength of muscle, is at war with true philosophy. The sailor before the mast, splices a rope, steers the ship, or rows a boat with perfect skill. Hurlled into the ocean, he rides the waves with composure, and is saved in countless exigencies, where a landsman would surely have perished. Tossed fearfully on the yard arm, amid the play of the lightnings, and sleet, and the tempest, he reefs the sails with imperturbed coolness. Is he a perfect sailor? Oh no! Silent, thoughtful students are at work in the National Observatories at London and Washington, preparing the Nautical Almanac. Maps and Charts indicating the shoals and reefs and coasts are prepared for him at great expense and care. Prof. Maury has published his Directions for taking advantage of the winds and currents. By all the aids and appliances which science has furnished, the mariner can indicate upon the trackless ocean, almost the precise spot he occupies, and sleeps with composure and

confidence. But is the profound scholar, from whose deductions the ship is worked, the perfect sailor? Oh no! But the man who unites the highest practical aptness and skill in working the ship, with the scientific comprehension that enables him to use all the deductions of Nautical Science, he is the most perfect sailor. He may be found among the officers of the ship. The most perfect union of principles and practice constitute the sailor. What is the moral? Why, that in Agriculture, the most abundant knowledge of all known natural laws, and all applicable scientific principles, must conspire with the most perfect skill, aided by energy, industry, economy, temperance and health, to make the most accomplished farmer.

The difficulties which present themselves at the very threshold of this enterprise, it will be well to consider.

We have no guides, no precedents. We have to mark out the Course of Studies, and the whole discipline and policy to be followed in the administration of the institution. There are numerous Agricultural Schools in Europe, but while an inspection would afford important vital suggestions, they would afford no models for us. The Schools in Europe, in the nature of the case, must for the present, be designed for the stewards, factors, and hirers of the soil, who use the laborers as serfs and instruments. In this country, the landlord, farmer or middle man, and laborer, are united in the same man, the lord of his own acres, and by necessity he must have an education, to suit his own fortunate condition.

Again, the Institution commences here, almost in a virgin forest, to be subdued and subverted, before it becomes an instrument to maintain the self-sustaining character of the Institution, or a means of ample illustration. The labor and the appropriation must be largely bestowed, in creating what it is desirable we should have at ready command. Thus the difficulties of putting this new enterprise

in operation, are enhanced, and the sphere of early usefulness greatly cramped. It would not be very surprising, if the already enlightened man, living on a long cultivated farm, or a prairie garden, obtains few lessons from the first practical results here. The almost famine that now exists in these regions in regard to provender for beasts, and exorbitant price of articles of human consumption, present a serious, though temporary obstacle. However great these early embarrassments, many vital principles can be taught constantly, and even in the early clearing and preparing a farm for further use.

The want of a permanent endowment will act as a discouragement. In its infancy, the Institution must rely on the caprice of successive Legislatures. The adoption of a permanent policy, requires a stable and reliant support, that will carry it through adversity, regardless alike of the frowns or smiles of indifference, ignorance or malice.

Friends and enemies will demand too much, and that too early. The acorn we bury to-day, will not branch into a majestic oak to-morrow. The orchard we plant this year, will not afford a harvest of fruit the next. The Institution itself, like the seeds, the plants, the trees, the breeds, the very implements which come under its ordeal, requires patience, wisdom, time, for trial and development.

The plan of the Institution is foreshadowed, and partially defined in the law of its organization. A system of instruction must now be adopted. It is proposed to take some of the youth of the State from the Common School, and give them thorough instruction in those natural sciences and practical arts, which conspire to aid men in the cultivation of the earth. It is proposed to do for the farmer what West Point does for the soldier; what the recently established Scientific Schools of our country do for the machinist or engineer, or the Medical Course of studies does for the physician. For the Board of Education to proclaim

now, a fully matured plan, is impossible. Experience may demand a different policy, from what now seems imperative. What the chief features of the Institution must be, and what its comprehensive scope and capacities ought to be, can, however, be sufficiently indicated.

Heretofore a vast majority of young men have been barred from the advantages of a collegiate education. Free tuition is here supplied. An ample homestead is generously furnished by the State, where it is the duty and the privilege of the student to be employed, not less than three, nor more than four hours per day. The remuneration, after the estate is subdued and rendered productive, ought chiefly to board the student, leaving but a few expenses incumbent upon him.

All educational systems are faulty, aye, pernicious, that do not embrace physical health and development with intellectual culture. "A sound mind in a sound body," should be the aim and object. An amount of labor that will invigorate without fatiguing the system, ought to be as profitable and exhilarating, as it is necessary.

At the outset we are met with the objection, that all attempts at associating labor with the acquisition of knowledge, in seminaries of learning, have proved failures. Sometimes, however, the labor has been mere steady drudgery, in close apartments, and was illustrative of no truth. Sometimes labor has been permitted to a portion of the students, who thus elected to eke out their means, while a larger class of daily associates were entirely exempt. Thus castes were created, where of all the world, there should exist a warm and brotherly sympathy. That manual labor is incompatible with intellectual growth, is contrary to philosophy and experience. Sedentary employment is much more likely to be so. Vigor of body gives vigor to the brain. In the Polytechnic Schools of Europe, and at the Military Academy at West Point, in our own country, the

student is often engaged in severe physical exercise for many hours daily. But there, culture of mind and body are indissolubly connected, and the exercise becomes with many the charm of their student life. Surely the labor that creates instead of destroys, and which causes the earth to bloom with luxuriance, and beauty, and groan under its abundance, should be as captivating as that, which is bestowed in reducing butchery to an exact science, and which recognizes occasional desolation of the earth, and wholesale destruction of the race, as a necessary and normal condition.

How untenable these objections are, is evidenced by the fact, that gymnastic exercises are established in many classical institutions. It is only when labor becomes productive, that it ceases to be honorable, a preposterous idea that needs to be exploded.

There are scores of men, whose distinction was acquired by mental application during hours snatched from avocations requiring the severest labors. The individuals who exhibit the finest physical and mental combination, are the soldier, the navigator, the merchant, the engineer, and but occasionally the professional man and the farmer. Generally the professional man is exhausted by too severe devotion to mental labor, while the farmer suffers from the want of educational advantages. Our countryman, Dr. Bowditch, whose name is imperishably enrolled by the side of those of La Place and Herschel, was all his life engaged in severe and apparently engrossing business. Elihu Burritt made his greatest acquisitions, while yet at his anvil. Ask any graduate of the University, who has acquired distinction, and he will tell you that the acquisitions of his four collegiate years are insignificant, compared with those made amid severe and engrossing labors, bodily and intellectual, of his subsequent life. Labor, in fact, is the doom of man, and intellectual culture the incident.

But if manual labor has failed in all other Colleges, it ought not to fail here, where it is inseparably connected with the acquisition of knowledge. Thus allied, the employment should be a charm instead of a drudgery. Practical labor in this Institution, is the vital, cementing, invigorating influence that will give it dignity, and it is hoped, complete success. In former times, the tiller of the soil was as little capable of thought as the brute he drove before him. He was brother to the clod he turned into the furrow. In fact, he was called a clod-hopper, a villain, a serf. But all this should be reversed. All nature teems with objects of beauty, and rational study, to a cultivated mind, rendered capable of appreciation of her charms. The great poet and prophet of our mother tongue, long before modern science had showered a flood of light on the subject, found

“Sermons in stones, books in the running brooks,
And good in every thing.”

An Agricultural Library should be gathered here, more perfect than any which the country now affords. All knowledge relative to the Agriculture of the past, and its history, its progress, and its condition in modern States, should be accessible to the students. The library should embrace a wide range of science, law, literature, history, philosophy, medicine, &c. The application of science to the pursuits of the farmer and the mechanic, afford apt and conclusive illustration of the kindred and mutually dependent nature of all industry and all science. The Library should, therefore, be a noble and a comprehensive one. The subject commends itself to liberal citizens, whose public spirit may prompt them to promote this part of the enterprise by voluntary contributions.

A Museum of Models of Agricultural Implements, domestic and foreign, should be preserved. The crude implements of past times, and of other countries, and those used by the most benighted toilers of the present age, should be collated, side by side with the ingenious, light, and graceful

implements of our own era and country. Inventors, it is hoped, will take pride and satisfaction in depositing models of their inventions. As far as possible, models of machinery and tools used in the mechanic arts may be superadded.

A Chemical and Philosophical Laboratory, second to but few in the country, is already obtained as an indispensable aid, even at the very commencement of the Institution.

Cabinets of Natural Science should be collected, and illustrative specimens of the mineral and vegetable kingdoms, especially of the State of Michigan. Few States are more opulent in mineral resources than our own.

Specimens of Animals, Birds, Fishes and Insects, should be preserved, especially of all animals and insects that either destroy our crops or infest domestic animals and fowls, that the student may have ample opportunities to study their nature and habits, and if possible, discover means to arrest their ravages, and effect their extirpation.

If Agriculture has not become, as it ought to be, a great central Science, which all other sciences should aid to enlarge and promote, certainly Horticulture deserves to rank as one of the Fine Arts. The Institution will embrace, therefore, a Horticultural Garden. Here the student may acquire knowledge, without being exposed to vexatious and expensive experiments, of the most delicious varieties of fruits, which our climate and soil will yield. He may study the destructive agents, such as the pear-blight, the curculio, the canker-worm, and the numerous parasitical insects that infest our vegetable gardens and orchards. An impressive lesson will constantly present itself, of how tasteful and attractive a homestead may be rendered at a trifling cost. Ripe fruit is a rare luxury; it is conducive to health; it may be a source of great profit. The garden itself will afford living, growing, gorgeous illustrations for scientific examination.

The FARM of nearly seven hundred acres, expands around

us. This is the great central feature, the novel idea in an educational system on this continent. The tract possesses great natural capacities. The counterpart of almost every kind of land comprehended within the State, except the prairie, is embraced within its boundaries. Whoever supposes that the estate is to be used merely to test the vagaries of every wild visionary, is entirely mistaken. First and foremost, it is the instrumentality by which the students can earn a portion of their education, and in the meantime ought to afford a perpetual example, of what high intelligence in the laborer, obedience to natural laws, and the most thrifty culture, will produce. To test various modes of cultivation, the effect of rotation of crops, the economy of labor-saving implements, the relative qualities of manures, the results of judicious draining, the relative productiveness of seeds, vegetables and fruits, and the characteristics, uses and value of various breeds of stock—to observe critically the nature of the diseases to both animal and vegetable life, a far wider field is afforded on a farm of seven hundred acres, than on a small, perhaps isolated homestead, or on farms of any extent, devoted to single or peculiar branches of culture. Thousands of farmers, sanguine of success, refrain from trials which their judgment approves, because they cannot afford the risk. If they run all the hazards, success will enure to the benefit the whole community. If they fail, the same community hoot at them in derision. But here, trials can be made in entire independence of these considerations, and habits of comparison and discrimination may be acquired, of priceless benefit in subsequent life. A farmer has made a great stride towards success, who actually knows the best from extended observation, and who has become a connoisseur in all that pertains to his calling. The innumerable advantages, indeed, of the estate, as an instrument, a means, an ever open volume of philosophy, constantly unfolding its lessons, it is impossible to enumerate.

The question spontaneously comes to the lips of even friends, "What Course of Instruction is proposed to improve the farmer?" Here, again, details must be conformed to experience.

First, we would begin with the farmer himself. It has been aptly said, that the only part of European agriculture that had not been improved, was the man himself who tilled the soil. Now, there is where we ought to begin. The farmer ought first to be a sound man physically. He should be taught the laws on which his own life and health depend. He should have capacity for thought and action. Morally, physically, intellectually, he must be a man, before he can be a farmer.

A farmer is a citizen, obliged to bear his portion of public burdens, amenable to the laws, and in a humbler or a wider range, may become an exponent of society. He should be able to execute, therefore, the duties of even highly responsible stations, with self-reliance and intelligence. The constitutions of the Union and of his State, he should comprehend, and the laws and forms relative to township and county officers and their duties. He should be qualified to keep farm accounts, draught ordinary instruments, survey his farm, and level for drains or highways. His native language should be a flexible instrument at his command, which he should speak and write with ease and vigor, that he may impress and instruct others, avert mischief or inculcate truth. A man moved by earnest reflection or deep emotion, should have capacity to give them utterance and force in his mother tongue. The prophets and leaders among men, are those who impress themselves on all around them. These are incidental, yet necessary, though not original and primary objects of the Institution.

A farmer should be a chemist, so far as a comprehension of the principles which affect his daily life and business, is

concerned. He may not be an analytic chemist, but he should be familiar with those laws, the observance of which is indispensable to safety and success, and the defiance of which is destruction. When you make a loaf of bread, or a pound of butter, or a barrel of soap, or burn a coal-pit, or make a hot-bed in the garden, or ignite a friction match, or snap a percussion cap, or light a gas burner, you are playing with the most startling chemical laws. The extent of a man's acquirements in chemistry must depend on his taste and aptness, but all should be familiar with those ordinary laws which affect and penetrate our daily and hourly business and life, in country and city, within doors and without.

This science teaches the value, qualities, nature and application of manures. The question of fertilization or sterilization of the earth is here involved. A periodical renovation of the soil is not only the base of agricultural success, but in fact of all political economy. How vast the difference between leaving the value of fertilizers to mere vague conjecture, or making them the subject of positive analysis and actual demonstration, under the hands of the chemist.

Physiology opens a wide field of study to the farmer, for on the observance of its laws depend the life, health and growth of all animal and vegetable nature. A violation of those laws results in decay and ruin; obedience to them meets with sure reward; defiance to those laws is the ill luck of poor farmers—observance of them is the good luck of the opposite class. This science teaches, that it is a law of growth, that like produces like, the best produces the best, in vegetable life, and the soundest and most symmetrical of animals only perpetuate a like progeny, and that it is actually cheaper to raise a good crop, a good ox, or horse or sheep, than a poor one. Embraced in this study are the wide questions of adaptation of food, its

amount, quality, preparation, to the nature and structure of animals.

A farmer should receive instruction in the Veterinary Art from competent instructors, and when the Institution is brought to something like maturity, the farmers of the whole country should be invited to bring their diseased animals together, that they and the student may derive reciprocal advantage from treatment under skilled hands.

Entomology, the Science relating to insects, is worthy of the farmer's attention. As the telescope has brought within the scope of vision unnumbered worlds so deeply buried in the regions of space, that imagination hardly dares to wander there, so the microscope has penetrated in the other direction, and revealed objects too minute for ordinary vision. Entomology is almost a creature of the microscope. Each drop of water is peopled with animalculæ. Vegetation is covered with myriads of minute life. Insects sometimes blight, blast, and sweep with desolation great regions of country, destroying fruits and crops. Other parasites, equally innumerable, infest the skins of animals, penetrating the surface, and impairing the vital functions of the victims. Observations of insects, their nature, habits and operations, from the larvæ, or eggs, to full maturity, would be of great utility. In cases of the periodical return of these destructive pests, if hundreds of observers could systematically work together, results of value to the world might be arrived at. Two years ago, the wheat midge swept off millions of bushels of wheat in Ohio, Michigan and Indiana. Had there been a known remedy, a sum would have been saved in a single year large enough to endow perpetually fifteen Institutions like this. Such is the importance of searching investigation on this subject. I have no doubt that the day will come when the ravages of many insects will be averted.

A knowledge of the principles of Natural Philosophy,

as illustrated in mechanism, the laws of motion, a comprehension of the laws and uses of the wonderful motive agencies of the age, and of electricity and magnetism, the best methods of construction, and relative economy of materials, open further unbounded ranges of useful study and inquiry to the farmer.

Thus the field of research for the farmer has no boundary. New subjects, each in itself sufficient to engross years, constantly crowd upon the attention. The difficulty will be only in the selection. Master all human knowledge on the subject, and yet the greatest truths remain unfathomed. Do you understand any of those influences and affinities by which a plant germinates and grows? Do you understand the process by which a single flower blooms? Do you understand how the clover, vivified by the genial influences of light and heat, gathers from the earth, and the air, the rains and the dews, contributions that make up the growth, and restored to the earth, renovates its exhausted condition? These occult mysteries are beyond your comprehension. The growth of a single spire of vegetation, confounds your wisdom as much as the existence of those *nebulæ* of worlds, whose light travels thousands of years to reach our planet. His creations are so brilliant and startling, that two centuries since, a chemist would have been hung for a wizard, yet all his analyses and re-combinations are but soap bubbles, compared with the silent and mysterious operations of Nature's great Laboratory all around us and beneath our feet, which clothe the earth with beauty, people it with myriad swarms of animal life, and feed and clothe a thousand millions of human beings. Nature hugs within her bosom her most vital lessons, undivulged. The Newtons and Keplers of Agriculture are yet to appear. The contemplation of these facts should awe us to humility.

The chief end and object in educating the farmer is to teach him to subordinate himself, and all animal and veg-

etable life around him, to those inexorable laws, moral and physical, the violation of which meets with swift retribution.

A farmer should perpetually bear in mind that one generation of men hold the earth in trust for the next. We are all linked indissolubly to the past by obligations of gratitude, and to the future by the glowing aspirations of hope. Without the recognition by preceding generations of the ties of dependence and affiliation, we could pluck no fruit from the orchards planted a century ago. The delicious peach would have been a bitter almond. We should witness none of that perfection in crops which supply sustenance for the nations, nor in the flocks which whiten the plains, nor the cattle upon a thousand hills. The triumphs of philanthropy as well as of genius, would have been wanting to relieve the sad and terrific history of our race, with its few charming and creditable pages. It is said that in Spain, when a man eats a fruit, he digs a hole in the ground with his heel, and plants the pit or seed by the road side. He thus pays to posterity the debt he owes to his ancestry. Accordingly, along the highways of Spain, the traveler is gratuitously supplied with fruit. Here is an illustration of how trifling and well-directed acts serve to hold by close bonds of sympathy successive generations of men, and how easily the comforts of industry and civilization are promoted.

A great advantage of such Colleges as this, will be, that the farmer will learn to observe, learn to think, learn to learn. Men engaged in other callings, have constant communion and collision with each other. In the avocations of the city, men are in a constant school. The farmer, isolated and engrossed with labor, feels not the advantage of constant discussion and observation. That discouragement will be partially neutralized here. Three or four years of study, intercourse and discussion, amid the acces-

sories and aids which such an Institution ought to afford, will surely tend both to enlighten and to fit the mind for further comprehension and acquirement. When the bigotry that clings to traditionary errors and practices is superceded by a bold and comprehensive spirit of inquiry, the farmer has a new world opened before him. Every man who acquires thoroughly, even all the information attainable in a College like ours, should become a perpetual teacher, and example in his own vicinity. Thus one of the grand results should be a far wider dissemination of vital Agricultural knowledge.

With superior intelligence, and a pervading economy of methods, less labor and less time to produce equal results, need be employed in manual toil. The legitimate, though perhaps remote results of enlightening the whole Agricultural population, is, that leisure will be afforded for still wider individual improvement, and a guaranty of a far larger share of earnings to individual comfort and enjoyment. Thus the tendency of such enterprises is towards a higher civilization.

I have little fear of ultimate failure. If one Institution of this kind should languish, the indications are numerous that the auspicious moment will arrive when success will be achieved. Where a great need is felt and appreciated simultaneously over a great country, it is merely a question of time, when it shall be successfully met. But there must be a tolerant and hearty co-operation of the people of the State and its functionaries, of the successive students, and of the officers of government and instruction, to whom so sacred a trust is confided. On the great voyage of human progress, the channel is strewn with wrecks, which serve as beacons to warn succeeding voyagers from the shoals on every side.

As to this youthful State belongs the honor of establishing the pioneer State Institution of the kind, and initiating

what may prove one of the significant movements of the age, may she enjoy the glory of its complete and ultimate triumph.

After the conclusion of the Address of Mr. Williams, His Excellency, KINSLEY S. BINGHAM, Governor of the State, addressed the Assembly as follows :

Mr. President, and Gentlemen of the Board of Education :

The people of the State of Michigan have acquired honorable distinction for their zeal and success in the cause of Education. Even before they had assumed the powers of a sovereign State, under a Territorial government, with but a few thousand inhabitants, they had a perfectly organized educational system, with their township School Inspector, and School Commissioners, a Superintendent of Public Instruction, and laws imposing the severest penalty for any waste or destruction upon the lands wisely reserved by Congress for the purposes of Education. So when, nearly a quarter of a century ago, the people assembled to form State Constitution, preparatory to admission into this great Confederacy, they incorporated into that Constitution a provision that "the Legislature shall encourage, by all suitable means, the promotion of intellectual, scientific and agricultural improvement." And they declared that the proceeds of all lands granted by the United States for the support of schools should remain a perpetual fund, the interest of which should be inviolably appropriated to the support of schools throughout the State. Provision was also made for a permanent fund for the support of a University. These judicious and timely measures have been faithfully adhered to and enforced. Among the first acts of State legislation was the organization of an educational system, consisting of a complete and thorough establishment of Primary Schools throughout the State, the founding of a University, embracing in the ample scope of its design, nothing less than furnishing to all the inhabitants

of the State, "the means of acquiring a thorough knowledge of the various branches of Literature, Science, and the Arts." Numerous Professorships were established in all the ordinary college studies, as well as in the departments of law and medicine. A department of State Government was also established for the sale and control of the lands, out of which a fund was to be created for the maintenance and support of these institutions. These incipient steps so wisely taken at the formation of our State Government, have been crowned with eminent success. The University is completely organized, and in successful operation. We have a Normal School for the education of teachers, of which our State may justly feel proud. The Primary and Union Schools, greatly improved and improving, draw within their influence nearly every one of the rising generation. Collegiate Institutions, both for male and female, sustained by private enterprise, have sprung up in various parts of the State. Michigan stands, to-day, very far in advance of any of her western sister States, not only in the high standard of public sentiment which maintains her system of education, and in the thoroughness of its organization, but in the judicious management of the means by which a fund has been created for their support.

Yet, notwithstanding the system of education seemed so complete, a deep-seated and universal feeling prevailed throughout the State, that the great staple, Agricultural Interest, was neglected; that while Professorships had been very properly established to teach Astronomy, Civil Engineering, Medicine and Law, we needed a school expressly adapted for the farmers' sons, to teach the ennobling science of Agriculture. This prevailing sentiment prompted the Convention of 1850, for the revision of the Constitution, to engraft upon that instrument a provision that, as soon as practicable, the Legislature shall provide for the establishment of an Agricultural School. That "practicable"

period, in the opinion of the Legislature of 1855, had arrived, and they passed an act appropriating the twenty-two sections of Salt Spring Lands, referred to in the Constitution, and authorized the Executive Committee of the State Agricultural Society, in conjunction with the Board of Education, to select and purchase the farm for the location of the School. This duty has been happily and satisfactorily performed. A valuable tract of land, of nearly seven hundred acres, has been purchased; very desirable on account of its location—three miles from the Capital—the variety and quality of its soil, its fine timber, the beautiful springs and rivulets by which it is watered, and the noble river which passes through it. Through the well directed efforts of the Board of Education, who are entitled to a vote of thanks of the people of the State, these noble structures have been raised, and these improvements have been made. Professors in the various branches of education have been selected, and to-day, under the most favorable auspices, we have assembled to inaugurate the commencement of the Michigan Agricultural College. Gentlemen, if this experiment (for such we must admit it at present to be) shall prove successful, Michigan, first in many other matters of progress and improvement, will be justly entitled to the high honor of having first established a College to teach the theory and practice of Agriculture. This interesting event, then, inspiring us with hopes of promise for the future, is cause for mutual congratulation.

It is not my intention to discuss at any length the benefits which the people of this State are to derive from the establishment of this Institution. This has already been alluded to with great ability.

Man derives his sustenance from the soil; and the progress of a people in civilization, in refinement, intelligence and wealth, is marked by the skill with which the earth

is tilled. No country can flourish long, or maintain its moral or physical health, where Agriculture is neglected or degraded.

The amount of a farmer's sales, and his purchases, will depend upon the surplus products of his farm, and upon the profits of his labor. If these can be doubled by an improved system of husbandry, we double the substantial wealth of the community, and impart corresponding life and activity to every other branch of business.

One of the highest objects to be attained by the establishment of an Agricultural College, is to elevate and dignify the character of labor. This can only be attained by an increased amount of knowledge, by making the laborer intelligent, by diffusing the light of science all around the pathway of the husbandman, so that an active, enlightened thought shall accompany the hand in guiding the plow, and in all the various operations of the field. In Europe, the people are divided into classes by the accident of birth—crowns and rank, distinction and wealth, are hereditary—labor is degraded, and the laborer is ignorant, superstitious and poor. In those countries where it is most degraded, we find the greatest national weakness and decay. Spain, Portugal, and Italy, are illustrations of this fact. In the Southern States of our own country, the labor is performed by African slaves, and it is deemed the policy of their masters to hold them in the most profound ignorance, and to guard against any approach of knowledge towards their dark minds by the severest legislative prohibitions. It is deemed disgraceful and degrading for the white man to labor. The dreadful consequences which naturally flow from this degradation of labor are made apparent when we contrast the growth and prosperity, in the elements of national wealth, of Virginia with New York, of Kentucky with Ohio, of Missouri with Illinois, or of Arkansas with Michigan. I flatter myself, therefore, that

I trench upon no improper ground, when I say that the interests of this nation, its wealth, its strength, its perpetuity, demand that the labor of the country should be free labor, guided by intelligence and skill, and that the laborer should be made the equal, in respectability and position, of any other class of community. General Washington, the Father of his country, whose name should always be mentioned with veneration and gratitude, was known to be an intelligent and practical farmer. His tastes for rural life were refined and cultivated, and his beautiful seat on the banks of the Potomac, attracted the admiration of all who visited that delightful spot. He left his dying testimony in favor of free labor, by the emancipation of all his slaves; but his estate, falling into the hands of his heirs, has been cultivated ever since by slave labor. A few years since, in the month of June, I visited that venerable plantation, with a curious eye, to see how its farming operations were conducted. I need hardly assure you, for it is but a type of Virginia, that all over its hundreds of beautiful and once productive acres, there were the evidences of dilapidation and decay. It was farmed upon the exhaustive principle. No manure, no clover, no rotation of crops, had found their way into the management of that estate. When a field could produce no longer, it was turned out to rest. It was just the beginning of harvest. The wheat, though small, yielding not more than five or six bushels to the acre, was a beautiful plump berry, indicating what a Virginia soil might produce, with efficient and proper tillage. Turning my attention to one of the shops on the farm, I saw an old negro repairing the rude implements, preparatory to entering the harvest; but none of the highly improved modern farm implements were there. The light and easy cradle, the handsomely turned three-tined pitchfork, the light, bright hoe and handy rake, were wanting—everything was clumsy, and rude, and old-

fashioned. The necessary consequence of this was, that not one-fourth the amount of labor was accomplished, nor one-fourth the amount of production obtained from the estate, upon which repose the ashes of Washington, that might have been, if modern improvement, intelligence, and skill, had been introduced into its management. When I witnessed all this, I felt proud of Michigan—of the advance which her agriculturists had made, of the comforts and improvements which are everywhere visible, and of the character of her intelligent and independent yeomanry.

Formerly, farming was considered a business requiring mere physical power, with which the principles of natural science had little or nothing to do. To plow, to sow, and to gather the crop, was the general routine of farming operations, regardless of the poverty which the practice was inflicting upon the soil, and upon those who owned it. But science and art are now uniting their labors, and are drawing mutual aid from each other on the farm, as they have for some time been doing in the manufactory and in the shop of the artisan. A new era is dawning upon the vision of the farmer—new light is illumining his path, and a new interest and new pleasures are urging him on to improvement. His intellect comes to the aid of his hands; and as he traces effects to their causes, searches for the reason of his failures and disappointments, familiarizes himself with the operations of nature, and devises improvements in his art, his interest is increased, his profits are greatly enhanced, and he appreciates the full dignity of his chosen pursuit. Science is probably capable of rendering more important aid to husbandry than to any other branch of labor, and presents a wider field of useful study to the cultivator of the soil, than to any other class of society.

If this be true, how great is the opportunity, young gentlemen, which is afforded you—an opportunity for which

your fathers might have sighed in vain—for it is nothing less than a free education for one of the noblest callings of man. It is hoped that by resorting to this College for your education, you will acquire a high sense of the dignity and respectability of labor. It is no uncommon thing for young men to leave other institutions of learning, with a distaste and a dislike for work—with their physical constitutions enervated, their usefulness impaired, and their days shortened by severe mental application. We trust that your labor here will aid in securing for you a strong, vigorous, healthy physical development—that your industry will be so directed as to make labor pleasant and inviting—that your tastes will be refined and your thoughts purified—that instead of the uncertainty and the guess-work which has hitherto controlled farming operations, you will go to your occupation with a confidence which correct knowledge gives—that you will derive great pleasure by the aid of chemistry, in discovering the substances which enter into the composition of the animal and vegetable system—in determining the comparative value of the different articles of food—what is necessary to produce fat, and what bone and muscle—in the scientific investigation of the changes which take place in the seed-bearing plants, in the different stages of their growth—of the nature and character of soils, and of their capacity to produce the various kinds of crops. These are the fields of study to which you are invited, and your Professors will unite with you in making experiments which will lead to correct conclusions. And we also trust, that in investigating and demonstrating the beautiful and wonderful laws of nature, you will be led to admire the wisdom of that great and good Being who ordained these laws and endowed us with faculties to discover and so control them as to promote the happiness and well-being of our race.

Mr. President, and Gentlemen Professors, you need no

lesson of instruction in your duties from me. The wisdom which has prompted your selection, and the motive which has induced you to accept these honorable positions, is a sure guaranty that the young men placed under your instruction will be reared to become men of thought, and men of action; that you will instil into their minds, both by precept and practice, a proper sense of the dignity and respectability of labor; that you will teach them that the employment which subjects them to the least temptation to depart from strict rectitude of conduct, is an honorable employment; that it will bring them comfort, and competence, and the smiles of an approving conscience; that they will here learn that habits of industry will promote purity of morals, and that purity of morals and purity of life is the only guaranty to usefulness and happiness.

Thus, with the liveliest anticipations, and highest hopes of success, we welcome the FREE AGRICULTURAL COLLEGE among the institutions of learning of the State of Michigan, and bid it God speed. Long may it flourish, an honor to its founders, and an honor to the State.

The audience were greatly indebted to Mr. Joseph Mills, for the presence of a voluntary Choir from Lansing, who sung Mrs. Osgood's "Song of Labor," set to appropriate music by Mr. H. Ingersoll, a portion of Whittier's "Seed Time and Harvest," and the following original ode, by I. M. Cravath, of Lansing:

O D E.

Hark! hark! hark!

Tiller of the earth!

Thy day of triumph's come!

Science now owns thy worth,

And builds with thee her home.

Lo! at the gate of her temple she stands,

Thy sons she bids enter its walls and behold

Her search out the secrets of earth, till its sands,
Dissolved by her touch, are transformed into gold.

Hail to thee! hail! child of toil!
Shall Science forsake thee? No, never!
We pledge thee her heart and her hand,
And this, her fair Temple, forever!

Hark! hark! hark!

From the distant field
Is heard the plowman's song!
The soil now its wealth shall yield—
From his efforts hidden long.

Labor shall here learn how potent the charms
For her are wrought out in this classical shade,
And learning, well pleased with this Model of Farms,
Shall take for her emblems the plow and the spade!

Hail to thee! hail! child of toil!
Shall Science forsake thee? No, never!
We pledge thee her heart and her hand,
And this, her fair Temple, forever!

The parting benediction was pronounced by the Rev.
Mr. MOORE.

GENERAL INFORMATION.

Since the Institution was opened, inquiries of the Faculty have been very numerous. It is proposed to embody such general information as seems to be demanded, in reply.

Admission.

The terms prescribed to the first class of Students received, were that they should pass a good examination in the branches embraced in a Common School Education, viz: Arithmetic, Geography, Grammar, Reading, Spelling, and Penmanship.

Numerous applications for admission have been made from other States. By reference to the law of organiza-

tion, it will be perceived that the privileges of the Institution are not extended to citizens of other States.

The accommodations at present furnished by the State are limited, being for about eighty Students only.

Term Time and Course of Studies.

The Summer Term commences on the first Wednesday in April, and terminates on the last Wednesday in October.

The Winter Term commences on the first Wednesday of December, and terminates on the last Wednesday of February.

At an early day it will be determined what will constitute the Full Course of Studies, which will entitle the Student to a Diploma. It will probably embrace four years, and the Examinations will be thorough in the Branches of Education named in the law, as well as other subsidiary branches.

An ample Chemical Laboratory has been purchased by the Professor of Chemistry, inferior to few in the country, and instruction in that Science will be thorough and practical.

Ample instruction will be given in the Natural Sciences.

The Course of Mathematics will be comprehensive.

The application of Science to the business and arts of life, will be practically illustrated in the field and the Lecture-Room, especially where it bears upon Agriculture.

Instruction in Ancient and Modern Languages is not included as an object of the Institution.

A thorough English education is deemed indispensable, including Rhetoric, History, Moral and Intellectual Philosophy, Political Economy, the elements of Constitutional Law, &c., &c.

A nucleus of a Library already exists in voluntary contributions of a few hundred volumes. It is designed to connect a Reading Room with the Library.

Expenses and Labor.

The Tuition is free.

The Students labor, at present, three hours per day. The maximum rate of wages allowed is ten cents, and the minimum five cents per hour, according to age, capacity and fidelity.

Board will be charged at cost, not exceeding, however, Two Dollars and Fifty Cents per week. It is a subject of regret, that the exorbitant ruling prices of all articles of consumption will make the board high during the first term of the Institution.

The wages allowed each Student will be fixed, and the cost of board computed, on the third Wednesday of June of the current year for the Summer Term, and thereafter on the third Wednesday of July for the Summer Term, and the third Wednesday of January for the Winter Term. The balance will be struck at those times with each Student, which must be paid by the Student, his parent or guardian, within two weeks from those dates respectively, when the balance is against him, or he will forfeit further privileges in the Institution. In case the Institution is indebted to the Student, the balance will be settled in the same manner.

Rules and Regulations.

There will be Chapel exercises every morning, and Religious Services every Sunday, at the Institution, the Clergymen of Lansing officiating in rotation.

Students will not be allowed to absent themselves from the vicinity, unless by permission.

Spirituuous liquors will not be allowed upon the premises. The use of tobacco will be discouraged.

Exact conformity to the hours of study and labor will be required.

The Steward and his family, and one of the Professors, reside in the Boarding House, and the rules of decorum and propriety observed in private families will be enforced.

To Inventors, Scientific Men, Publishers, etc.

It is proposed to collect a Museum of MODELS OF AGRICULTURAL IMPLEMENTS, and kindred inventions in the Mechanic Arts. Inventors are, therefore, urgently requested to forward to the Institution, models or samples of their inventions. It is believed that this would prove an effective method of promoting the use of valuable implements.

Antique specimens of implements, if forwarded, will be preserved as curious illustrations of progress in this department of invention.

It is proposed to form, as soon as possible, Cabinets of Geological, Mineralogical, Botanical, Zoological, Entomological and Ornithological specimens; and Men of Science are requested to promote the object.

Agricultural and Statistical Periodicals, furnished by the publishers, will be bound, and preserved in volumes in the Library.

State Boards of Agriculture, and Agricultural Societies, are requested to furnish their printed Transactions to the Library.

Publishers of works on Agriculture are requested to furnish copies to the Library.

Remarks.

At the opening of the Institution, a SYSTEM OF LABOR, and a SYSTEM OF INSTRUCTION must be adopted, and they must be harmonized with each other. The Faculty will be embarrassed, at present, by the fact that the Professors, except one, are compelled to reside at Lansing, whereas the well being of the Institution requires their constant presence. In the absence of residences near the spot, the Board of Education have resolved to build four cheap Farm Cottages on the estate, which will be occupied by the Faculty on such terms as shall be prescribed by that Board.

The Farm being almost entirely in a state of nature, a

very large amount of the labor of Students must at first be bestowed where it will yield little immediate profit. Had the Institution possessed a large tract of arable land, at the commencement, the earlier results would be far more profitable than they can now prove.

REPORT OF THE PRESIDENT.

AGRICULTURAL COLLEGE, }
Lansing, Mich., April 1, 1858. }

To the Board of Education of the State of Michigan :

In accordance with your request, I communicate a brief statement relative to the progress of this Institution during the first year of its existence. I entered upon the duties of my position on the first day of April, 1857, the time fixed upon for the reception of the first class of students, but the college buildings not being tenatable at that time, the Dedication was postponed till Wednesday the thirteenth day of May last. A pamphlet was soon after issued, containing a catalogue of the officers and students, a history of the organization of the institution, the purchase of the farm, the erection of the buildings, the proceedings at the dedication, and other general information, which I herewith remit as a part of this report.

Sixty-one students were received at the commencement of the first term. For the second term, which commenced on the first Wednesday in December, 1857, accommodations were increased by appropriating portions of the building designed for academical uses, to rooms for students, and one hundred were received. They came from as many as twenty-three different counties of the State. Thorough examinations, at one of which your Board were present, took place at the end of the respective terms, which gave general satisfaction. The third term of the institution commences on Wednesday the seventh day of the present

month. For twenty-five vacancies,* more or less, which will exist, at that time, we find on our files about two hundred applications, and letters of inquiry, with a view to entering the institution. Many of the applicants are from other States. Inasmuch as we are limited in accommodations, the vacant places, in accordance with the requisitions of the law, will be distributed to such *qualified* applicants as appear from counties not represented.

What shall constitute a full course of instruction in the institution has not been determined. It seems to be conceded, however, by all parties responsible for its government, that the full course ought to embrace a period of four years, and that the students should constitute four classes. The Faculty will therefore proceed to classify them in that manner, leaving however in preparatory classes, such as are not deemed competent to enter upon the regular course of studies prescribed. The Faculty have agreed in recommending the adoption of the first Wednesday of December, as the commencement of the Collegiate year. They also advise that degrees be conferred at the conclusion of the four years course, on those who pass satisfactory examinations in the full course of studies prescribed.

The institution was commenced under circumstances the most unpropitious. It was during a season of scarcity in the vicinity, almost amounting to a famine. Prices of every article that entered into the consumption of students, or of stock upon the place, the cost of seed, all kinds of mechanical labor and of transportation, were very exorbitant. There was no land upon the estate which could be deemed fairly arable, unless a few acres of soil rendered barren by exhaustive cultivation. The season was inclement and backward, in consequence of a succession of cold storms.

*There were twenty-eight vacancies at the commencement of the Summer Term, for which ninety three candidates presented themselves for examination. There are students in the institution at the present time representing twenty-seven counties.

Amid these difficulties it became necessary to organize an Institution on a new basis, and to harmonize a System of Study with a System of Labor. To inaugurate the Institution upon a novel plan, without precedents, and without experience, amid the most unfavorable conditions, was regarded even by friends, as a formidable, if not a hopeless undertaking.

About sixty acres of the Farm have been brought under cultivation. About eighty acres more will be cleared for crops this spring. As much additional forest land as possible will be prepared for a wheat crop during the approaching summer. It has been our policy to clear and prepare the land for crops, as we proceed, much more thoroughly than is usually done on new farms, in order to have it in readiness at the earliest possible day, for varied and interesting modes of culture, for trial of improved implements, and for comparison of varieties of seeds and breeds of cattle. This is impossible, while the estate remains in a wild and partially subdued condition. Accordingly a considerable portion of the land has been tile drained, and a stump extractor has been put in operation. As a result of this thoroughness on a limited portion of the land, crops have been produced or are growing the first year upon such land as is generally abandoned throughout the vicinity as irrecoverable, or at least unfit for cultivation. Inasmuch as lands of this description were in the immediate vicinity of the College Buildings, it was deemed necessary to subdue them in the outset.

For Summer crops, we had an abundance of potatoes of the finest description, sufficient for the use of the Institution, and seed the present season, turnips, vegetables, and a few acres of corn and Chinese sugar cane, the latter planted late for fodder only. There were no failures in these crops. This success we attribute to a thorough preparation of the soil, and sound and pure seed. Two wheat

fields embracing — acres, sown to wheat, now promise an abundant harvest.

Having no meadow, nor pasture land, and the Institution being under the necessity of purchasing nearly every article that enters into the consumption of live stock, our attention to stock so far, has been devoted only to the care and support of such as is deemed necessary to our daily exigencies. The brute working force consists of two pair of horses and six pair of oxen, all sound, in good health, and excellent condition for effective service during the coming season. We have also seven cows upon the Farm.

The Institution is well provided with necessary ploughs, harrows, wagons, carts, sleds, axes, shovels, and horticultural implements. Of peculiarly labor saving machines, Willis' stump extractor, Hedge's "Little Giant" corn and cob mill, and a wood sawing machine have been put in profitable operation. It will be the mission of the Institution hereafter, fairly to test, and publish results of labor saving Agricultural Implements.

No land being in a fit state of preparation, orchards were not commenced during the last season. An extensive Farm orchard designed for raising apples for market, will be immediately commenced, and also a separate orchard designed especially to supply the daily wants of the Institution.

The Chemical and Philosophical Apparatus and Laboratory are in as excellent condition as when purchased.

The Library is not adequate to the wants of the Institution. The books are principally Agricultural, but in that department it is scantily supplied. In the miscellaneous department it is lean and insufficient. It consists of donations from the State Agricultural Society, from the departments at Washington, and from a few public spirited individuals and publishers. In response to a Circular addressed to the publishers, twenty-eight Agricultural period-

icals, from all parts of the United States, have been gratuitously furnished the Library and Reading Room. The earliest numbers of most of them were accompanied by letters expressive of their high appreciation of the object of the Institution.

The Faculty in employment during the next year, will consist of the President, and CALVIN TRACY, Prof. of Mathematics, L. R. FISK, Prof. of Chemistry, and T. C. ABBOT, Prof. of English Literature. With the exception of J. M. SHEARER, and his peculiar employees, and H. HODGES, farmer, who is constantly in the field, no persons will be regularly employed in and about the Institution. It is deemed the wisest as well as the most economical policy to make the Institution independent of aid from beyond its walls, even mechanical aid, as soon as possible. Several of the students are skilled in the use of tools, and during the last winter, unaided, erected a bridge on the estate, across the Cedar River.

Your Board have placed in the hands of J. C. HOLMES, Treasurer of the College, since he entered upon his duties, the sum of..... \$31,108 70

He has received, balances from Students and other minor items,..... 2,127 28

Total,..... \$33,235 98

My warrants, countersigned by the Secretary, have been drawn upon the Treasurer for..... \$33,677 28

On which there remains unpaid, 454 51
33,222 77

Leaving a balance in his hands of..... \$13 21

Vouchers corresponding with every warrant fully paid, will be found filed in the office of the Secretary of the Institution. The Treasurer will furnish his report embracing the expenditures more in detail.

The Secretary of the Institution must by law be one of the Professors. It has been found an impossibility for a Professor, on whom is incumbent a routine of indoor duties and recitations, to perform the multiplied duties which the law imposes on a Secretary. All the facts and vouchers, however, relative to expenditures of money, (which is perhaps the most vital duty of a Secretary,) have been most scrupulously preserved, and reported by him. The record of the daily labor performed by each Student, embracing labor of teams, and where bestowed, is filed in a convenient form for reference. The important facts relative to the progress and history of the Institution are also preserved.

During the past year, four dwelling houses for the use of President and Professors, have been erected. A small wooden farm house, purchased with the land, has been rebuilt and prepared for occupation. The main College Building has been re-roofed, and the interior of the same reconstructed. New and sufficient appliances for cooking with steam have been introduced into the Boarding House, and an unfinished stable completed. This work was executed by direction of the Board of Education, and principally under the supervision of foremen appointed by them.

The plans and policy fixed and determined on before the President and Faculty entered upon their duties, have been carried out. The expenses incurred were inevitable as each necessity succeeded. No one, not conversant with the subject, is aware of the perpetual and unforeseen expenditures required in establishing even a purely Literary Institution. The work before us, was no less than the successful organization and establishment of the first Agricultural College on the continent. That work is accomplished. Indecision, hesitation or division of the funds by your Board, would have so interrupted as to break down and destroy the Institution. The experiment, as the incipient step in a great educational movement would have

proved abortive, and the wisdom of the plan and principles, upon which it was founded, would not have been vindicated. The plans once initiated must have been energetically carried out, or there would have been no College. Hence the appropriations made by the last Legislature have been necessarily consumed.

Such is the condition of the Institution at the commencement of the Second year, and the Third Term of its history. These brief details fail, perhaps, to answer the questions most vital and interesting. Its establishment was regarded as an experiment on this side of the Atlantic. In Europe there are perhaps *five hundred* Agricultural Colleges, Schools, and Experimental Farms in successful operation. They exist in about every country of Europe, except Spain, Portugal and Turkey. In several of the most powerful nations, especially France, Russia and Prussia, they are regarded as a necessary part of National Education, and are under the supervision of departments of the respective Governments. A bill has just passed the Legislature of the youthful State of Iowa, creating an Agricultural College. This is the second State Institution of the kind in the United States. Agricultural Colleges, the joint work of individual subscribers, and the respective Legislatures, are in a State of progress, and will probably all be set in operation during the next eighteen months, in the States of New York, Pennsylvania and Maryland.

The final triumph of this Institution would be hailed therefore with great satisfaction. The numerous letters addressed to the Faculty from all portions of our country, as well as the still more numerous ungratified applications for admission, attest an earnest solicitude in its welfare, and confidence in its success. The Agricultural classes have long deeply felt a great want, which they saw no way to remedy. The fact that a vast proportion of the industrial population lived under circumstances, and in such iso-

lated positions, as practically to debar them from the advantages of such an education as their calling demanded, has long been keenly deplored by the most discriminating among them. The experiment in which we are engaged is not therefore tested for Michigan alone, but for the Agricultural population of the whole Union. The State is everywhere lauded as exhibiting a bold and comprehensive Statesmanship in the establishment of this College, and the public press, as well as a wide correspondence, Statesmen on the one hand, and illiterate strong-minded citizens on the other, who equally well however comprehend its necessity and its mission, express their cordial sympathy in its prosperity.

The progress of the Institution, during a single year, is of little importance, compared with those considerations which prove or disprove the wisdom of the plan and principles upon which it is based. The test of a single year is limited and partial. It requires a longer trial and further development. At the same time, it must be acknowledged that the Institution has not only encountered such obstacles as are inevitable to all new enterprises, but others also peculiarly serious and annoying.

The first palpable and valuable result, so far, is, successfully harmonizing a System of Labor with a System of Study. This is vital. A paramount object is, to enable the student to support himself by his own labor, while acquiring his education. At the same time, it is necessary to make that labor attractive and invigorating. Our experience so far, serves to prove that the law wisely requires about the amount of labor requisite to impart additional vigor to both mind and body. The sound health of the students, and the general alacrity manifested among them to embrace either work or study, prove that the student is actually obtaining that physical education and capacity which is one of the objects of the plan.

A harmonious and wise System of Education should so develop mind and body, that the vigor acquired by one should react upon the other, and the hours spent in physical activity should so impress the mind with clearness and vigor, that the intellectual acquirements should be increased instead of diminished by labors in the field. That such is the result of our limited history, is proved both by the public examinations, and the unanimous testimony of the students themselves.

Whether the student, by three hours labor in summer, and two and one-half hours labor in winter, could board himself, is not sufficiently tested, nor can it be till the farm is thoroughly subdued. For the present, a large share of the labor of the student is bestowed upon improvements, which will enable the Institution to produce at cheaper rates many articles of consumption, which it is now compelled to purchase at market prices. His improvements are made for the benefit of successive classes. His own board must be charged at its present cost, and his labor credited at its value in subduing the farm. It is quite probable therefore, that balances will be charged against the first classes of students, while successive classes, under the superior facilities the Institution will afford for cheapening the cost of articles of consumption, may easily support themselves. Most of the cost of boarding the students for the past year has been actually an investment in the improvement of the estate. If the friends of the Institution expect it to be self-supporting at this stage of its existence, they expect an impossibility. Production implies fields prepared for cultivation, and facilities which we do not enjoy. It was a dangerous experiment to establish such an Institution on any farm not already, in part, at least, capable of the highest cultivation, and ready to yield the maximum of production under intelligent culture.

The Students generally are of mature years, and came

from that class of the rural population deprived of early advantages, exactly such as it is more peculiarly and specially designed for. Not well grounded in rudimental education, their time in the Institution has thus far been devoted to those elementary branches, which will fit them for acquisitions in those sciences which throw a flood of light upon the culture of the soil. On the other hand, considerable time must elapse before the estate will be sufficiently matured to afford opportunities for those comparisons, tests, experiments and demonstrations in the cultivation of crops, —the preparation of soils, the planting of seeds, the use of labor-saving machines and implements, the breeding and feeding of stock, the use of manures, &c., &c., as the higher degree of Agricultural Education demands. The most fertile and highly cultivated tract of land in the State, would have been none too inviting nor too eligible for the initiation of the enterprise. It is the mission of the Institution to show that Agricultural labors and duties can be rendered dignified, attractive, interesting and productive. The conquest over the forest, is exceptional in the life of a farmer. It often brings to premature graves, the first generation of pioneers, through the severity of the toils and hardships encountered, the mournful evidences of which are strewed all around us, in all directions. In the history of a cultivated region it takes place but once. Yet this Institution is established amid a forest. What is regarded as disheartening, exceptional to hardy adults, must by necessity be the regular duty of several classes of youthful students. A Model Farm will be demanded at once, and impossibilities expected. Patience therefore, on the part of all who are employed in developing the important movement, and the exercise of a generous charity on the part of the people, are alike demanded.

A cheerful acquiescence in salutary Rules and Regulations has so far generally distinguished the students.

With few exceptions, they have been inspired with an honorable ambition to perform all their duties, both within and without doors. They have generally expressed an earnest wish to avail themselves of the advantages of a Full Course of Instruction, though many have been compelled by straitened circumstances to abandon that hope.

It was feared even by many sanguine friends of the Institution, that the labor would be viewed as a necessary drudgery to be shunned, and that no discipline would be sufficient to hold students to their responsibilities. So far, we have found it otherwise. Public opinion among themselves holds a great majority, to the manly performance of their duties. As in wider communities, there must be exceptions, but this appears to be the law of their conduct. Accordingly we are able to show already, gratifying results of successful labor. By the aid of powerful brute force and the most improved implements, we now have evidence to expect that the students will perform during the same period of time, nearly as much Agricultural Labor as the average of full grown laborers throughout the country, though perhaps that is entertaining a very sanguine expectation.

It is a subject of congratulation, that the Legislature during its recent Extra Session, reserved the State Swamp Lands in the four adjacent townships for the use of the College. Though it is not yet determined how much of the land will be claimed by right of pre-emption, yet it is probably safe to say, that the College will be entitled to about sixty-five hundred acres. How many students could board themselves by their own labor on the present estate must be tested by experience, but it would not be safe to place it above two hundred. A full corps of Professors could instruct four times that number.—The Institution should be enabled to breed, raise and feed its own stock and to raise corn, hay and root crops, at the minimum cost

of production, and thus supply all dairy productions, and animal food and animals, that enter into its use or consumption, as well as render itself independent of fluctuations. Among the Swamp Lands reserved to the College, is a tract of natural meadow of exhaustless fertility, capable of being easily recovered, of more than two thousand acres, which will supply the great desideratum, and enable the Institution to increase the number of students to the maximum that any corps of Professors could instruct. In every point of view this concession must be regarded as invaluable to the Institution, calculated to secure ultimately, triumphant results, and is an evidence of enlightened forecast on the part of the Legislators.

In conclusion I may add, that the Institution should be good enough for the proudest and cheap enough for the poorest; it should afford gratuitous instruction so thorough and comprehensive, as to render its graduates scientific cultivators, and in every sense liberally educated citizens; it should be independent of capricious Legislatures, and of the malice, ignorance or skepticism of foes,—in a word it should be adequately and permanently endowed.

I remain, with great respect,

Yours, &c., &c.,

JOSEPH R. WILLIAMS,

President.

FINANCIAL REPORT of the Secretary of the State Board of Education, including expenses of members of the Executive Committee of the Michigan State Agricultural Society, and of the State Board of Education, in locating the site for the State Agricultural College; and all expenses since incurred in improving and carrying on the Farm,—in the erection, completion, and repair of Buildings,—in the payment of the salaries of the President and Professors in the Institution, and all expenses, of whatever kind, incurred in carrying it on, from its establishment to June, 1858.

For the purpose of condensing the Report, and bringing it within as small a space as practicable, the warrants have been numbered, and the objects for which they have been drawn will be referred to by number as indicated below. The report will thus show, at a glance, the names of persons in whose favor warrants have been drawn, the number and date of each warrant, and the object for which it was drawn, together with the amount in each case. In a few instances, it will be observed, the warrants embrace amounts expended for two leading objects; but the amounts for each object, in such cases, are stated in the vouchers on file in the Secretary's office.

Objects for which Warrants have been drawn.

1. Services and expenses of members of the State Board of Education, in attending meetings of the Board, &c.

2. Services and expenses of members of the Executive Committee of the Michigan State Agricultural Society, in locating the site for the State Agricultural College, including a survey, by S. M. Bartlett, and J. C. Holmes.

3. Services and expenses of persons in the transaction of specific duties in connection with the Agricultural College, under direction of the Board of Education.

4. Paid publishers of newspapers for advertising proposals for building, dedication and opening of College, &c.

5. Paid S. M. Bartlett for his services as Agent of the Board of Education in making preliminary improvements

on the Farm, and superintending the erection of the College Building and Boarding House.

6. Paid Royce & Copeland on contract for erection of the College Building and Boarding House.

7. Expended by Agent of Board of Education in making improvements on Agricultural College Farm, including the erection of a barn and out-buildings, the fitting up of Laboratory, &c.

8. Paid for furnace and heating arrangements for Agricultural College, and for gas pipes.

9. Salaries of Professors in Agricultural College.

10. Paid for Apparatus and Chemicals.

11. Freights on Apparatus, Chemicals, Books, Furniture for College and Boarding House, Farm Implements, &c.

12. Furniture for Boarding House, Agricultural Implements, Provisions for Boarding House, &c.

13. Stock for Agricultural Farm.

14. Expenses of Arbitration with Royce & Copeland, Award, and lumber bought of them.

15. Paid A. Wood, brickmaker, on contract for brick for Agricultural College Buildings.

16. For use as Treasurer of the College, to be paid out on the warrant of the President, countersigned by the Secretary.

17. For plans for four Cottages, and for strengthening roof of College Building.

WARRANT STATEMENT.

For whom drawn.	No.	Date.	Object	Amount.
John R. Kellogg,.....	1	1855. July 6.	1	\$ 77 40
H. L. Miller,.....	2	" "	1	45 50
Ira Mayhew,.....	3	" "	1	29 45
S. M. Bartlett,.....	4	Nov. 16.	2	154 31
A. Y. Moore,.....	5	" "	2	34 69
J. C. Holmes,.....	6	" "	2	30 00
James Bayley,.....	7	" "	2	20 63
Justus Gage,.....	8	" "	2	20 69
P. K. Leach,.....	9	" "	2	20 63
J. Starkweather,.....	10	" "	2	38 23
H. L. Miller,.....	11	" "	1	32 40
John R. Kellogg,.....	12	" "	1	68 25
Ira Mayhew,.....	13	" "	1	31 60
J. C. Holmes,.....	14	1856. Jan. 4.	3	28 75
John R. Kellogg,.....	15	" "	1	36 76
H. L. Miller,.....	16	" "	1	59 30
Justus Gage,.....	17	" "	2	14 00
Ira Mayhew,.....	18	" "	1	29 75
J. C. Holmes,.....	19	" 5.	3	14 62
S. P. Mead,.....	20	" "	4	12 00
H. L. Miller,.....	21	Feb. 18.	1	58 00
S. M. Bartlett,.....	22	" "	5	100 00
John R. Kellogg,.....	23	" "	1	49 68
Ira Mayhew,.....	24	" "	1	39 00
S. P. Mead,.....	25	" "	4	4 00
W. R. Wood,.....	26	" "	3	25 00
Royce & Copeland,....	27	March 14.	6	666 90
S. M. Bartlett,.....	28	" 15.	5	100 00
Royce & Copeland,....	29	April 7.	6	1,142 10
S. M. Bartlett,.....	30	" "	7	402 50
Royce & Copeland,....	31	May 9.	6	1,993 82
S. M. Bartlett,.....	32	" "	7	750 00
Royce & Copeland,....	33	June 7.	6	2,857 67
" ".....	34	July 15.	6	3,694 28
" ".....	35	Aug. 5.	6	3,421 53
" ".....	36	Sept. 4.	6	3,063 23
R.&C.& C. T. Berky & Co	37	" "	8	123 75
H. L. Miller,.....	38	" "	1	39 90
John R. Kellogg,.....	39	" "	1	31 19
S. M. Bartlett,.....	40	" "	5	700 00
Ira Mayhew,.....	41	" "	3	77 50
S. M. Bartlett,.....	42	Oct. 1.	7	700 00

WARRANT STATEMENT—CONTINUED.

For whom drawn.	No.	Date.	Object.	Amount.
Royce & Copeland,....	43	1856. Oct. 10.	6	3,755 70
S. M. Bartlett,.....	44	Nov. 1.	7	824 15
Royce & Copeland,....	45	" 11.	6 & 8	2,906 85
" ".....	46	" 29.	6 & 8	4,605 77
H. L. Miller,.....	47	Dec. 5.	1	55 40
J. C. Holmes,.....	48	" "	9	125 00
Ira Mayhew,.....	49	" "	1	29 00
S. M. Bartlett,.....	50	Nov. 29.	5 & 7	1,439 50
L. R. Fisk,.....	51	Dec. 5.	9	125 00
" ".....	52	" "	3	100 00
J. C. Holmes,.....	53	1857. Jan. 23.	3	64 45
H. L. Miller,.....	54	" 24.	1	58 00
John R. Kellogg,.....	55	" "	1	67 50
Ira Mayhew,.....	56	" "	1	46 50
S. M. Bartlett,.....	57	Feb. 4.	7	670 78
L. R. Fisk,.....	58	" "	11	100 00
S. M. Bartlett,.....	59	" 26.	7	367 00
L. R. Fisk,.....	60	March 11.	10	2,297 14
W. E. Tilley,.....	61	" 12.	11	16 53
J. C. Holmes,.....	62	" 13.	9	125 00
L. R. Fisk,.....	63	" "	9	125 00
J. C. Holmes,.....	64	" 16.	11	200 00
John R. Kellogg,.....	65	" 20.	1	72 00
S. M. Bartlett,.....	66	" "	7	200 00
J. C. Holmes,.....	67	April 11.	3 & 12	300 00
S. M. Bartlett,.....	68	" "	7	200 00
H. L. Miller,.....	69	" 13.	1	95 00
" ".....	70	" "	14	25 00
John R. Kellogg,.....	71	" "	1	34 50
Ira Mayhew,.....	72	" "	1 & 3	112 00
J. C. Holmes,.....	73	May 12.	12	1,500 00
J. Rappleye,.....	74	" 13.	13	777 00
Robert D. Weeks,.....	75	" "	9	125 00
L. R. Fisk,.....	76	" 15.	3	830 64
Royce & Copeland,....	77	" "	14	347 30
A. Wood,.....	78	" "	15	200 00
Geo. Willard,.....	79	" "	1	121 67
S. M. Bartlett,.....	80	" 16.	7	100 00
J. C. Holmes,.....	81	" "	12	1,000 00
" ".....	82	" "	12	4,150 07
F. La Rue,.....	83	" "	3	18 50
H. L. Millet,.....	84	" "	1	69 30

WARRENT STATEMENT—CONTINUED.

For whom drawn.	No.	Date.	Object.	Amount.
John R. Kellogg,.....	85	1857. May 16.	1	60 59
S. M. Bartlett,.....	86	" 18.	5 & 7	1,085 25
L. R. Fisk,.....	87	" 19.	3	150 00
G.M. Dewey, cl'k to Sec'y	88	" 20.	4	200 00
J. C. Holmes,.....	89	June 11.	12	500 00
" ".....	90	" 12.	16	5,000 00
A. Wood,.....	91	" 13.	15	400 00
" ".....	92	July 9.	15	600 00
Scott & Bunnell,.....	93	" 9.	17	225 00
J. C. Holmes,.....	94	" 10.	9	287 50
" ".....	95	" "	16	1,000 00
L. R. Fisk,.....	96	" "	9	287 50
Ira Mayhew,.....	97	" "	1 & 3	108 50
G.M. Dewey, cl'k to Sec'y	98	" "	4	194 59
Dudley & Holmes,.....	99	" "	7	100 00
A. Wood,.....	100	" 24.	15	400 00
Henry Moots,.....	101	" "	7	100 00
George Willard,.....	102	" "	1	41 00
John R. Kellogg,.....	103	" "	1	63 00
Ira Mayhew,.....	104	" "	1 & 3	132 00
Greene & Miles,.....	105	" "	7	880 71
J. C. Holmes,.....	106	Aug. 1.	16	3,000 00
S. R. Greene,.....	107	" 6.	14	6 00
Joseph Miller,.....	108	" "	7	50 15
Burr & Grove,.....	109	" "	7	77 27
A. M. Kimball,.....	110	" "	7	8 00
J. C. Holmes,.....	111	" 19.	16	5,000 00
" ".....	112	Sept. 11.	16	5,000 00
A. Wood,.....	113	" 18.	15	580 13
J. C. Holmes,.....	114	Oct. 21.	16	1,000 00
A. Wood,.....	115	" 23.	15	400 00
J. C. Holmes,.....	116	" 26.	16	1,500 00
J. W. Green,.....	117	" 27.	4	50 00
John R. Kellogg,.....	118	" 28.	1	48 81
W. J. Baxter,.....	119	" "	1	49 34
Ira Mayhew,.....	120	" "	1 & 3	56 00
J. C. Holmes,.....	121	" 30.	16	1,500 00
" ".....	122	" "	12	23 36
" ".....	123	Nov. 12.	16	1,000 00
" ".....	124	" 27.	16	3,000 00
" ".....	125	Dec. 26.	16	2,000 00
" ".....	126	1858. Jan. 26.	16	1,108 70

WARRANT STATEMENT—CONTINUED.

For whom drawn.	No.	Date.	Object.	Amount.
H. Barns,	127	1858. Jan. 21.	4	53 50
Phinney, Tobias & Co.,	128	Feb. 4.	7	27 50
J. C. Holmes,	129	1857. Oct. 23.	16	1,000 00
“ “	130	1858. Mar. 29.	16	122 95
T. C. Abbot,	131	June 7.	16	2,500 00

Respectfully submitted,

IRA MAYHEW,

Sec'y State Board of Education.

June 7, 1858.

Agricultural and Horticultural Publications.

The Secretary of the Board of Education has invited the officers of the College to furnish him with lists of deserving works on Scientific and Practical Agriculture and Horticulture. The Secretary has also given what time he has been able to command, to the subject himself. As the result of these labors the following incomplete list has been prepared, which may nevertheless be serviceable to many persons. When practicable, the names of the publishers and the prices of books have been given.

Agricultural Books published by A. O. Moore, 140 Fulton St., New York.

Norton's Scientific and Practical Agriculture,	\$0 60
Johnston's Elements of Agricultural Chemistry and Geology,	1 00
Johnston's Lectures on Agricultural Chemistry and Geology,	1 25
Johnston's Catechism of Agricultural Chemistry, ..	25
Dana's Muck Manual,	1 00
Nash's Progressive Farmer,	60
Buist's American Flower Garden Directory,	1 25
Buist's Family Kitchen Gardener,	75
Dadd's Modern Horse Doctor,	1 00


Dadd's Anatomy and Physiology of the Horse,....	2 00
Dadd's Am. Cattle Doctor,	1 00
The Stable Book,	1 00
Allen's Domestic Animals,	75
Allen's Am. Farm Book,	1 00
Guenon's Treatise on Milch Cows,	60
Youatt & Martin on Cattle,	1 25
Barry's Fruit Garden,	1 25
Thaer, Shaw and Johnson's Principles of Agriculture,	2 00
Elliott's Am. Fruit Grower's Guide,	1 25
History of Morgan Horses,	1 00
Reemelin's Vine Dressing Manual,	50
Browne's Field Book of Manures,	1 25
Sorgho and Imphee, (Sugar Plants,)	1 00

The list of the publisher of the foregoing works, contains the titles of seventy-five additional books on these and kindred subjects.

Agricultural and Horticultural Books published by Wiley & Halstead, 351 Broadway, N. Y.

Downing's (A. J.) Fruits and Fruit Trees of America, \$1	50
Downing's Lindley's Horticulture,	1 25
Downing's Ladies' Companion to the Flower Garden,	1 25
Liebig's Chemistry applied to Agriculture and Physiology,	1 00
Liebig's Animal Chemistry,	50
Liebig's Principles of Agricultural Chemistry,	50
Parsons on the History, Culture, etc., of the Rose, ..	1 00

Waring's Elements of Agriculture.

 This list will be extended in an edition of "School Laws of Michigan," now in course of preparation by the Superintendent of Public Instruction.

REPORT OF THE SECRETARY.

To the Honorable the Board of Education of the State of Michigan :

GENTLEMEN:—I have the honor to submit the following statement of warrants drawn by the President and countersigned by the Secretary, on the College Treasurer, from June 11th, 1857, to April 1st, 1858.

The objects for which warrants have been drawn are embraced under the following heads, to which the amounts drawn for each are annexed :

1. Salaries,	\$ 4,210 50
2. Stock,	1,369 82
3. Implements,.....	1,192 61
4. Feed for Stock,.....	661 76
5. Boarding-House Expenses,.....	5,103 04
6. Buildings, (including erection of four Dwelling Houses, repairs on one old dwelling, and work on College edifices and barn,)..	17,773 88
7. Printing,.....	341 68
8. Team Labor on the Farm,.....	312 75
9. Ditching,.....	439 85
10. Labor,	604 59
11. Postage,.....	109 22
12. Transportation,	440 03
13. Blacksmithing,	200 20
14. Trees, Seeds, &c.,.....	190 27
15. Books and Stationery,.....	168 92
16. Drain Tile,.....	335 05
17. General Contingencies,.....	223 11
	<hr/>
	<u>\$33,677 28</u>

WARRANT STATEMENT.

To whom drawn.	No.	Date.	Object.	Amount.
Dan. B. Hibbard,.....	1	1857. June 11.	2	\$350 00
Pinney & Lamson,.....	2	" 11.	3	45 83
Alonzo Bennett,.....	3	" 11.	3	30 00
D. O. & W. S. Penfield,	4	" 11.	3	325 16
Austin & Tomlinson,...	5	" 11.	3	104 50
Mr. Kelley,.....	6	" 11.	4	13 00
J. M. Shearer,.....	7	" 11.	1	250 00
Cooledge & Edmonds,..	8	" 12.	3	30 00
Hosmer & Fitch,.....	9	" 12.	7	41 68
Green & Miles,.....	10	" 13.	6	94 25
Charles Cook,.....	11	" 13.	8	22 50
J. R. Williams,.....	12	" 13.	1	100 00
S. F. Hastings,.....	13	" 13.	6	14 81
S. Griffith,.....	14	" 13.	6	5 50
"	15	" 13.	6	10 50
J. N. Smith,.....	16	" 13.	6	17 75
H. C. Lapham,.....	17	" 13.	6	20 12
S. R. Greene,.....	18	" 13.	6	80 37
Patrick Hurley,.....	19	" 13.	9	12 75
Dan'l Driscoll,.....	20	" 13.	9	12 75
George Schlee,.....	21	" 13.	10	14 50
John Nagel,.....	22	" 13.	6	9 63
State Treasurer,.....	23	" 16.	11	15 00
Green & Miles,.....	24	" 16.	6	160 56
Alfred Dart,.....	25	" 16.	12	10 65
John Richardson,	26	" 16.	9	10 00
M. A. Thayer,	27	" 16.	6	4 32
Henry Fischer,.....	28	" 16.	10	8 00
"	29	" 16.	10	5 00
Seneca N. Taylor,.....	30	" 17.	10	12 75
Phinney, Tobias & Co.,.	31	" 18.	13	25 48
F. La Rue,.....	32	" 18.	8	119 00
Burr & Grove,.....	33	" 18.	3	93 77
Orlando Markham,.....	34	" 18.	10	20 75
A. Button,.....	35	" 18.	8	5 06
Merritt C. Skinner,....	36	" 18.	10	15 75
John Nagel,.....	37	" 18.	6	7 00
M. B. Snyder,.....	38	" 19.	10	9 00
J. M. Shearer,.....	40	" 19.	5	160 31
S. Griffith,.....	41	" 19.	6	10 50
W. A. Wood,.....	42	" 19.	10	3 48
J. R. Williams,.....	43	" 19.	15	59 50

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
Joseph Miller,	44	1857. June 19.	6	\$7 00
N. Norris,	45	" 19.	16	30 00
Daniel Driscoll,	46	" 20.	9	6 00
Jos. N. Smith,	47	" 20.	6	10 50
S. R. Greene,	48	" 20.	6	15 00
George Schlee,	49	" 20.	10	6 00
Patrick Hurley,	50	" 20.	9	6 00
Henry Fischer,	51	" 27.	10	8 00
John Richardson,	52	" 27.	9	11 50
George Schlee,	53	" 27.	10	7 50
S. Griffith,	54	" 27.	6	10 50
Jos. N. Smith,	55	" 27.	6	8 75
Daniel Driscoll,	56	" 27.	9	6 00
Patrick Hurley,	57	" 27.	9	6 00
A. Norris,	58	" 27.	16	15 00
H. C. Lapham,	59	" 29.	6	8 50
E. Walker,	60	" 29.	6	67 63
D. O. & W. S. Penfield, .	61	" 30.	3	34 00
T. & J. Hinchman,	92	" 30.	5	4 50
A. W. Edgar,	63	" 30.	6	5 00
Raymond & Selleck, ...	64	" 30.	15	8 02
A. Norris,	65	July 1.	16	29 45
D. C. Whitwood,	66	" 1.	3	38 00
H. Cowles,	67	" 1.	3	3 75
J. R. Williams,	68	" 1.	1	275 00
J. M. Shearer,	69	" 1.	5	144 76
L. Beecher & Co.,	70	" 1.	5	207 45
Patrick Hurley,	71	" 6.	9	7 00
Edward Elliott,	72	" 6.	4	39 76
V. S. Murphy,	76	" 7.	11	55 39
S. R. Greene,	74	" 7.	6	101 52
A. Norris,	75	" 9.	16	25 00
John Tompkins & Co., .	73	" 9.	6	56 40
A. Norris,	77	" 9.	16	15 00
Delos Flint,	78	" 9.	5	12 19
Joseph Miller,	79	" 9.	6	5 75
J. M. Shearer,	80	" 11.	5	153 18
Daniel Driscoll,	81	" 11.	9	15 00
Joseph N. Smith,	82	" 11.	6	16 00
John Richardson,	83	" 11.	9	12 00
Patrick Hurley,	84	" 11.	9	8 00
Warren Briggs,	85	" 11.	6	10 00.

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
Eugene Briggs,.....	86	1857. July 11.	6	\$ 4 00
W. H. Teft & Co.,.....	87	" 13.	5	20 00
T. & J. Hinchman,.....	88	" 13.	5	40 94
D. O. & W. S. Penfield,	89	" 13.	3	19 47
Raymond & Selleck,...	90	" 13.	15	26 72
F. M. Cowles,.....	91	" 14.	5	4 77
A. Dart,.....	92	" 16.	12	6 14
John Tompkins & Co.,	93	" 16.	6	56 65
E. S. Ingersoll,.....	94	" 18.	2	40 00
Hart, Olds & Co.,.....	95	" 18.	4	23 40
J. N. Smith,.....	96	" 18.	6	25 38
S. Griffith,.....	97	" 18.	6	10 50
Henry Fischer,.....	98	" 18.	10	8 00
John Richardson,.....	99	" 18.	9	5 00
Robert D. Weeks,.....	100	" 18.	1	125 00
J. C. Holmes,.....	101	" 18.	17	8 10
O. B. Ingersoll,.....	102	" 18.	2	50 00
O. B. Ingersoll,.....	103	" 18.	2	141 75
J. R. Williams,.....	104	" 18.	1	100 00
S. Griffith,.....	105	" 18.	6	10 50
J. N. Smith,.....	106	" 18.	6	10 50
Geo. Schlee,.....	107	" 18.	10	17 44
Patrick Hurley,.....	108	" 18.	9	17 37
Daniel Driscoll,.....	109	" 18.	9	17 37
John Richardson,.....	110	" 18.	9	13 00
Henry Fischer,.....	111	" 18.	10	14 00
Calvin Tracy,.....	112	" 18.	1	250 00
Burr & Grove,.....	113	" 18.	3	71 98
W. E. Tilley,.....	114	" 18.	12	7 50
J. M. Shearer,.....	115	" 18.	5	87 63
A. Norris,.....	116	" 18.	16	40 00
E. & H. E. Avery,.....	117	" 18.	5	18 44
John Peacock,.....	118	" 18.	4	13 13
Palmer & Luce,.....	119	" 18.	15	37 38
J. J. Miller,.....	120	" 18.	6	16 50
A. Norris,.....	121	" 18.	16	18 00
Hiram Hodges,.....	122	" 18.	2	25 00
John Richardson,.....	123	Aug. 1.	9	10 00
Patrick Hurley,.....	124	" 1.	9	7 50
Daniel Driscoll,.....	125	" 1.	9	7 50
Hosmer & Fitch,.....	126	" 1.	7	300 00
Jos. N. Smith,.....	127	" 1.	6	10 50

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
S. Griffith,	128	1857. Aug. 1.	6 \$	10 50
W. Briggs,	129	" 1.	6	50 63
Frank Foster,	130	" 1.	6	87 47
J. J. Miller,	131	" 1.	6	29 26
"	132	" 1.	6	22 00
"	133	" 1.	6	15 88
A. C. & D. Rogers,	134	" 3.	6	36 00
J. Turner & H. H. Smith,	135	" 3.	6	202 50
A. Wood,	136	" 3.	6	50 00
J. N. Smith,	137	" 4.	6	13 00
S. Griffith,	138	" 4.	6	13 82
Guy F. Hinchman & Co.,	139	" 4.	5	103 63
J. M. Shearer,	140	" 4.	5	78 40
S. Bloomer,	141	" 4.	8	6 00
S. Rappleye,	142	" 5.	2	450 00
John Richardson,	143	" 6.	9	11 56
Phinney, Tobias & Co.,	144	" 6.	13	30 48
J. C. Holmes,	145	" 7.	17	16 38
A. Wood,	146	" 7.	6	100 00
J. M. Shearer,	147	" 8.	5	78 00
Daniel Driscoll,	148	" 8.	9	7 50
Patrick Hurley,	149	" 8.	9	7 50
Geo. Schlee,	150	" 8.	10	10 69
Francis Foster,	151	" 8.	6	50 00
J. J. Miller,	152	" 8.	6	88 38
Geo. W. Maher,	153	" 8.	6	30 00
Horace Bigelow,	154	" 8.	6	31 00
Calkins & Ward,	155	" 10.	4	32 88
Briggs, Cowles & others,	156	" 10.	6	100 43
R. D. Weeks,	157	" 10.	1	100 00
A. J. Cutler,	158	" 13.	6	5 63
W. E. Tilley,	159	" 13.	12	18 79
J. M. Shearer,	160	" 12.	1	250 00
Wm. Jimmerson,	161	" 12.	17	6 50
Geo. W. Maher,	162	" 13.	6	100 00
Burr & Grove,	163	" 13.	6	196 14
S. Lansing,	164	" 14.	13	28 75
Mr. Therburne,	165	" 15.	3	5 11
Wm. Bush,	166	" 15.	6	34 62
Daniel Driscoll,	167	" 15.	9	7 50
Patrick Hurley,	168	" 15.	9	7 50
George Schlee,	169	" 15.	10	6 75

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
John Richardson,.....	170	1857. Aug. 15.	9	\$ 5 00
J. J. Miller,.....	171	" 15.	6	92 00
".....	172	" 15.	6	26 75
Francis Foster,.....	173	" 15.	6	100 00
A. Wood,.....	174	" 15.	6	150 00
J. R. Williams,.....	175	" 15.	1	100 00
John Klotz,.....	176	" 15.	6	11 00
A. Norris,.....	177	" 15.	16	25 00
Horace Bigelow,.....	178	" 15.	6	19 00
E. Walker,.....	179	" 17.	6	300 00
G. W. Maher,.....	180	" 17.	6	25 00
H. Bigelow,.....	181	" 18.	6	13 50
F. La Rue,.....	182	" 18.	8	127 44
Hiram Hodges,.....	183	" 19.	1	100 00
H. Jipson,.....	184	" 19.	4	50 00
E. & H. E. Avery,.....	185	" 20.	6	105 27
A. Wood,.....	186	" 20.	6	150 00
Hunt & Cowles,.....	187	" 20.	12	22 59
T. & J. Hinchman,.....	188	" 20.	5	41 43
Farrand & Wheaton,...	189	" 20.	5	106 02
L. R. Fisk,.....	190	" 20.	1	50 00
Raymond & Selleck,...	191	" 20.	15	19 35
J. M. Shearer,.....	192	" 21.	5	217 30
Daniel Driscoll,.....	193	" 22.	9	7 50
Patrick Hurley,.....	194	" 22.	9	6 88
Geo. Schlee,.....	195	" 22.	10	6 75
G. W. Maher,.....	196	" 22.	6	230 00
J. J. Miller,.....	197	" 22.	6	132 43
Francis Foster,.....	198	" 22.	6	163 62
A. Norris,.....	199	" 22.	16	32 80
H. C. Hodge,.....	200	" 22.	6	215 00
E. Ingersoll,.....	201	" 24.	5	11 49
E. Walker,.....	202	" 24.	6	178 59
Asa Porter,.....	203	" 24.	6	13 00
Plank Road Co. Toll,...	204	" 24.	17	2 30
James Carnes,.....	205	" 24.	6	57 12
Alanson Calkins,.....	206	" 24.	6	11 00
S. Bloomer,.....	207	" 26.	8	20 25
J. G. Bryan,.....	208	" 28.	5	8 62
J. M. Shearer,.....	209	" 28.	5	211 47
Horace Bigelow,.....	210	" 28.	12	9 00
John Richrddson,.....	211	" 29.	9	9 38

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object	Amount.
Daniel Driscoll,.....	212	1857. Aug. 29.	9	\$ 7 50
Patrick Hurley,.....	213	" 29.	9	7 50
Geo. Schlee,.....	214	" 29.	10	6 75
A. Norris,.....	215	" 29.	16	48 00
Francis Foster,.....	216	" 29.	6	23 00
Francis Foster,.....	217	" 29.	6	78 49
J. J. Miller,.....	218	" 29.	6	147 03
Christian Miller,.....	219	" 29.	6	6 25
G. W. Maher,.....	220	" 29.	6	125 00
G. W. Maher,.....	221	" 31.	6	75 56
L. R. Fisk,.....	222	" 31.	1	50 00
A. Wood,.....	223	Sept. 1.	6	100 00
E. Walker,.....	224	" 1.	6	154 38
E. S. Ingersoll,.....	225	" 1.	6	6 00
Jesse Newcome,.....	226	" 2.	3	7 14
W. H. Chapman,.....	227	" 2.	6	26 00
Thompson & Simpson,...	228	" 2.	6	166 12
D. W. Buck,.....	229	" 2.	6	4 78
Cooledge & Edmonds,...	230	" 2	3	45 26
C. Creyts,.....	231	" 3.	12	6 14
Mr. Stiles,.....	232	" 4.	12	2 00
Patrick Hurley,.....	233	" 5.	9	7 50
James Hurley,.....	234	" 5.	9	8 75
Daniel Driscoll,.....	235	" 5.	9	7 50
G. W. Maher,.....	236	" 5.	6	215 78
Francis Foster,.....	237	" 5.	6	113 79
G. W. Maher,.....	238	" 5.	6	20 00
J. J. Miller,.....	239	" 5.	6	177 25
J. J. Miller,.....	240	" 5	6	44 25
Burr & Grove,.....	241	" 5.	6	131 46
J. M. Shearer,.....	242	" 5.	5	81 99
John Richardson,.....	243	" 5.	9	6 88
J. C. Holmes,.....	244	" 5.	17	3 45
J. M. Shearer,.....	245	" 5.	5	25 26
John Tompkins & Co.,	246	" 7.	6	11 87
Geo. W. Maher,.....	247	" 7.	6	26 74
Francis Foster,.....	248	" 7.	6	75 00
O. Van Husen,.....	249	" 7.	3	180 91
Geo. Schlee,.....	250	" 7.	10	6 75
J. R. Williams,.....	251	" 7.	1	100 00
A. Dart,.....	252	" 9.	12	29 78
Farrand & Wheaton,...	253	" 11.	5	69 46

WARRANT STATEMENT—CONTINUED.

To whom drawn	No.	Date.	Object	Amount
L. Cooley,.....	254	1857. Sept. 11	12	\$ 5 00
J. W. Norris,.....	255	" 11	12	17 50
Rob't D. Weeks,.....	256	" 12	1	50 00
Daniel Driscoll,.....	257	" 12	9	6 25
Patrick Hurley,.....	258	" 12	9	7 50
Jas. Hurley,.....	259	" 12	9	10 00
Geo. Schlee,.....	260	" 12	10	6 75
Chas. Smith,.....	261	" 12	4	2 75
H. Hodges,.....	262	" 12	1	2 50
G. W. Maher,.....	263	" 12	6	225 00
J. J. Miller,.....	264	" 12	6	112 75
F. Foster,.....	265	" 12	6	118 85
J. J. Miller,.....	266	" 12	6	33 50
A. Wood,.....	267	" 12	6	100 00
J. J. Cushing,.....	268	" 12	14	33 27
N. V. Booth,.....	269	" 12	14	69 41
H. Bigelow,.....	270	" 12	12	18 00
A. Wood,.....	271	" 14	6	200 00
R. Thayer,.....	272	" 14	6	6 30
H. Baker,.....	273	" 14	6	19 75
J. C. Holmes,.....	274	" 15	14	3 18
J. J. Cushing,.....	275	" 15	14	11 42
A. Norris,.....	276	" 15	16	56 80
H. Hodges,.....	277	" 16	14	24 12
E. Walker,.....	278	" 16	6	154 00
F. La Rue,.....	279	" 16	3	30 00
T. & J. Hinchman,.....	280	" 16	6	219 62
E. C. Severance,.....	281	" 17	4	13 94
F. Foster,.....	282	" 19	6	133 36
George Schlee,.....	283	" 19	10	6 75
Patrick Hurley,.....	284	" 19	9	6 25
Warren Briggs,.....	285	" 19	5	13 00
John Richardson,.....	286	" 19	9	7 50
Daniel Driscoll,.....	287	" 19	9	3 75
James Hurley,.....	288	" 19	9	6 25
George W. Maher.....	289	" 19	6	200 00
J. J. Miller,.....	290	" 19	6	32 50
J. J. Miller,.....	291	" 19	6	175 46
J. C. Holmes,.....	292	" 19	1	250 00
J. R. Williams,.....	293	" 19	1	75 00
George Chatterton,....	294	" 19	8	7 75
J. M. Shearer,.....	295	" 20	5	142 78

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
Asa Porter,.....	296	1857. Sept. 21	6	\$ 3 89
J. R. Williams,.....	297	" 21	17	6 20
J. B. Waldo,.....	298	" 21	5	159 80
A. Wood,.....	299	" 21	6	114 87
J. J. Miller,.....	300	" 21	6	17 00
R. B. Callahan,.....	301	" 22	10	6 85
James Hamilton,.....	302	" 22	6	50 00
Bridge, Lewis & Co.,....	303	" 22	6	108 00
Daniel Chatterton,.....	304	" 22	6	1 87
Wm. Johnson,.....	305	" 24	12	38 25
Wm. Choates,.....	306	" 24	12	38 75
L. N. Frost,.....	307	" 24	10	8 78
E. Briggs,.....	308	" 25	4	16 00
Greene & Miles,.....	309	" 26	6	32 00
Daniel Driscoll,.....	310	" 26	9	7 50
Patrick Hurley,.....	311	" 26	9	7 50
George Schlee,.....	312	" 26	10	4 50
Francis Foster,.....	313	" 26	6	122 53
E. P. Benham,.....	314	" 26	6	18 75
Edward Elliott,.....	315	" 28	17	19 08
Christian Miller,.....	316	" 29	6	4 50
John L. Hunt,.....	317	" 29	12	4 05
Michael Strayer,.....	318	" 30	5	10 00
D. H. Hilliard,.....	319	" 30	4	32 00
J. J. Miller,.....	320	Oct. 1	6	214 75
R. R. Porter,.....	321	" 1	6	190 18
G. W. Maher,.....	322	" 3	6	66 50
John Richardson,.....	323	" 3	9	5 00
L. R. Fisk,.....	324	" 3	1	110 00
Patrick Hurley,.....	325	" 3	9	2 00
Hiram Hodges,.....	326	" 3	1	35 00
J. J. Miller,.....	327	" 3	6	80 00
F. Foster,.....	328	" 3	6	60 00
L. Cooley,.....	329	" 3	6	22 43
E. Walker,.....	330	" 5	6	64 48
Wm. Johnson,.....	331	" 5	12	40 50
B. B. & W. R. Noyes, ..	332	" 7	5	179 12
T. & J. Hinchman,....	333	" 7	5	87 34
Bridge, Lewis & Co.,....	334	" 7	6	31 75
H. & L. Simoneau,.....	335	" 7	5	25 00
E. C. Severance,.....	336	" 7	4	13 12
Viele & Carr,.....	337	" 7	15	3 82

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
James Hamilton,	338	1857. Oct. 7	6	172 00
Burr & Grove,	339	" 7	6	120 51
D. E. Hinman,	340	" 8	10	4 85
E. J. Briggs,	341	" 10	4	25 50
Mead & Robson,	342	" 10	6	10 55
Edmunds, North & Co.,	343	" 10	6	42 13
P. Hurley,	344	" 10	9	6 00
J. J. Miller,	345	" 10	6	16 50
Dudley & Holmes,	346	" 10	5	218 72
George W. Maher,	347	" 10	6	181 76
F. Foster,	348	" 10	6	40 00
G. W. Maher,	349	" 12	6	25 00
J. M. Shearer,	350	" 12	5	113 00
L. Cooley,	351	" 12	6	30 00
John Tompkins & Co.,	352	" 13	5	31 44
J. J. Miller,	353	" 13	6	60 50
E. Walker,	354	" 15	6	56 70
"	355	" 15	5	27 62
J. J. Miller,	356	" 17	6	76 00
F. Foster,	357	" 17	6	25 00
John Richardson,	358	" 17	9	5 00
G. W. Maher,	359	" 17	6	50 00
J. R. Williams,	360	" 17	17	3 04
Finney, Tobias & Co.,	361	" 17	3	7 57
John Tompkins & Co.,	362	" 17	3	6 50
H. Baker,	363	" 17	6	15 00
"	364	" 19	6	17 00
S. Lowell,	365	" 19	17	25 52
George Schlee,	366	" 19	9	2 53
L. R. Fisk,	367	" 19	1	10 00
R. D. Weeks,	368	" 21	1	65 00
J. M. Shearer,	369	" 21	5	125 00
G. W. Maher,	370	" 23	6	50 00
P. Hurley,	371	" 23	9	10 00
D. Ekstein,	372	" 23	5	5 50
E. Walker,	373	" 23	5	9 16
L. R. Fisk,	374	" 23	1	30 00
Caulkins & Ward,	375	" 24	5	98 29
J. Richardson,	376	" 24	9	4 38
Daniel Driscoll,	377	" 24	9	27 50
G. W. Maher,	378	" 24	6	115 00
J. J. Miller,	379	" 24	6	100 00

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
F. Foster,.....	380	1857. Oct. 24	5	\$ 75 00
F. Alton,.....	381	" 24	5	7 00
Rev. C. Armstrong,....	382	" 24	17	20 00
Rev. A. Bowser,.....	383	" 24	17	30 00
P. Hurley,.....	384	" 24	9	8 25
Chas. Cook,.....	385	" 26	4	10 45
Rev. M. Moore,.....	386	" 26	17	15 00
J. C. Holmes,.....	387	" 27	17	14 48
W. E. Tilley,.....	389	" 27	12	7 52
E. Bancker,.....	390	" 28	1	65 00
Elisha Gunnison,.....	391	" 28	2	3 00
Rev. Mr. Mahan,.....	392	" 29	17	25 00
H. Ingersoll,.....	393	" 29	6	71 40
Dudley & Holmes,.....	394	" 29	5	5 90
J. B. Palmer,.....	395	" 29	6	6 88
Mead & Robson, & others,	396	" 29	6	29 20
C. Tracy,.....	397	" 29	1	250 00
J. R. Williams,.....	398	" 29	1	187 50
S. Lansing,.....	399	" 29	13	102 34
L. R. Fisk,.....	400	" 29	1	150 00
F. Foster,.....	401	" 31	6	150 00
J. J. Miller,.....	402	" 31	6	150 00
R. R. Porter,.....	403	" 31	6	250 00
Students,.....	404	" 31	10	234 21
J. Shearer,.....	405	" 31	5	261 82
Robert D. Weeks,.....	406	" 31	1	115 00
G. W. Maher,.....	407	Nov. 3	6	14 00
G. W. Maher,.....	408	" 5	6	51 63
R. R. Porter,.....	509	" 5	6	32 50
E. Walker,.....	410	" 5	6	36 38
Wm. Adair,.....	411	" 5	14	48 87
J. Shattuck,.....	412	" 6	6	5 00
Wm. Johnson,.....	413	" 7	12	11 25
J. M. Shearer,.....	414	" 7	5	30 00
James Hamilton,.....	415	" 7	6	274 95
F. Foster,.....	416	" 10	6	30 00
Smith Clark,.....	417	" 10	3	4 00
Burr & Grove,.....	418	" 11	6	135 84
G. M. Tower,.....	419	" 11	12	6 94
Isaac Carl,.....	420	" 11	6	3 00
J. J. Miller,.....	421	" 11	6	21 25
E. S. Briggs,.....	422	" 12	4	13 00

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object	Amount.
G. W. Maher,.....	423	1857. Nov. 12	6	\$ 35 80
G. W. Maher,.....	424	" 14	6	146 69
G. W. Maher,.....	424	" 14	6	12 25
G. W. Maher,.....	425	" 14	6	29 38
Francis Foster,.....	426	" 14	6	152 60
J. J. Miller,.....	427	" 14	6	84 18
Wm. McCall,.....	428	" 14	6	18 25
Henry D. Benham,....	429	" 14	10	4 00
J. J. Miller,.....	430	" 14	6	250 00
G. W. Maher,.....	531	" 14	6	78 93
Buhl & Ducharme,....	432	" 14	6	89 84
A. Dart,.....	433	" 14	12	20 16
G. W. Maher,.....	434	" 16	6	50 00
J. J. Miller,.....	435	" 16	6	50 00
Francis Foster,.....	436	" 16	6	40 00
J. M. Shearer,.....	437	" 23	5	126 24
E. Walker,.....	438	" 23	6	60 35
J. J. Miller,.....	439	" 23	6	88 18
E. Walker,.....	440	" 23	6	25 00
G. W. Maher,.....	441	" 23	6	17 25
G. W. Maher,.....	442	" 25	6	50 00
G. W. Maher,.....	443	" 25	6	100 00
Students,.....	444	" 25	10	39 35
J. J. Miller,.....	445	" 27	6	111 50
J. R. Williams,.....	446	" 27	1	187 50
S. L. Kilbourne,.....	447	" 27	10	9 61
D. F. Leek,.....	448	" 28	4	13 50
M. Strayer,.....	449	" 28	4	10 50
Thompson & Simpson, .	450	" 30	6	291 07
Calkins & Ward,.....	451	" 30	5	54 72
T. D. Billings,.....	452	" 30	5	3 06
R. Thayer,.....	453	" 30	6	13 38
F. M. Cowles,.....	454	" 30	5	7 19
George Kirby,.....	455	" 30	6	13 38
Joseph Law, Jr.,.....	456	" 30	6	15 00
Guy F. Hinchman,....	457	" 30	5	9 20
L. Beecher & Co.,.....	458	" 30	6	49 13
Burt & Watson,.....	459	" 30	3	65 00
Burr & Grove,.....	460	Dec. 1	6	86 50
R. E. Redway,.....	461	" 1	6	77 60
J. Van Husen,.....	462	" 1	12	3 43
F. Alton,.....	463	" 1	5	15 00

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object.	Amount.
Burr & Grove,.....	464	1857. Dec.	1 6	\$ 450 00
Not issued,.....	465	"	2 ..	.....
Not issued,.....	466	"	2 ..	.....
G. W. Maher,.....	467	"	2 6	500 00
J. J. Miller,.....	468	"	2 6	200 00
F. Foster,.....	469	"	2 6	200 00
M. Strayer,.....	470	"	2 4	10 50
Hiram Hodges,.....	471	"	3 1	140 00
J. A. Wood,.....	472	"	3 17	8 00
James Hamilton,.....	473	"	3 6	57 03
J. M. Shearer,.....	474	"	4 5	74 48
Daniel W. Buck,.....	475	"	5 5	86 00
J. J. Miller,.....	476	"	5 6	100 00
J. M. Shearer,.....	477	"	5 1	250 00
E. S. Ingersoll,.....	478	"	5 6	16 50
J. J. Miller,.....	479	"	5 6	100 00
G. W. Maher,.....	480	"	5 6	140 00
Francis Foster,.....	481	"	5 6	75 00
D. O. & W. S. Penfield,	482	"	7 6	11 00
C. Newton,.....	483	"	8 6	44 56
J. J. Miller,.....	484	"	12 6	100 00
J. J. Miller,.....	485	"	12 6	84 00
F. Foster,.....	486	"	12 6	100 00
Lewis & Ayers,.....	487	"	12 6	321 92
Robert Burcham,.....	488	"	12 6	16 00
G. W. Maher,.....	489	"	12 6	100 00
Wolcott & Brockway,..	490	"	15 6	10 50
John Tompkins & Co.,	491	"	15 6	27 05
E. P. Davison,.....	492	"	18 6	1 50
J. J. Miller,.....	493	"	18 6	230 38
B. E. Hart,.....	494	"	18 4	8 00
F. Foster,.....	495	"	18 6	96 35
G. W. Maher,.....	496	"	19 6	232 75
Joseph Miller,.....	497	"	19 6	10 92
B. B. Leach,.....	498	"	19 6	45 50
G. W. Maher,.....	499	"	21 6	23 31
Wm. B. Ray,.....	500	"	21 6	18 36
P. Joslin,.....	501	"	21 2	310 07
E. Walker,.....	502	"	22 6	34 48
S. Lansing,.....	503	"	23 13	13 15
J. J. Miller,.....	504	"	23 6	129 16
L. Beecher & Co.,.....	505	"	23 5	381 56

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object	Amount.
Brewster Carpenter,...	506	1857. Dec. 23	10	\$ 9 90
Finney, Tobias & Co.,...	507	" 24	3	30 50
M. Strayer,.....	508	" 28	4	14 00
W. E. Tilley,.....	509	" 28	12	18 89
H. Baker,.....	510	" 29	6	50 00
R. E. Bailey,.....	511	" 29	6	24 25
L. R. Fisk,.....	512	" 31	1	100 00
H. L. Baker,.....	513	1858. Jan. 1	5	50 00
J. C. Holmes,.....	514	" 1	1	250 00
Thompson & Simpson,...	515	" 2	6	13 23
A. Dart,.....	516	" 2	12	58 70
J. Somerville,.....	517	" 2	17	4 00
D. Button,.....	518	" 2	4	3 00
J. M. Shearer,.....	519	" 4	5	246 54
E. P. Benham,.....	520	" 4	5	11 06
G. W. Maher,.....	521	" 6	6	127 92
Peter Glassor,.....	523	" 7	4	4 90
R. R. Porter,.....	524	" 7	6	69 67
John Crane,.....	525	" 7	4	30 37
G. W. Maher,.....	526	" 8	6	212 84
Mr. Knapp,.....	527	" 8	6	3 38
G. W. Maher,.....	528	" 8	6	1 35
G. W. Maher,.....	529	" 8	6	145 00
J. J. Northrop,.....	530	" 9	12	6 03
L. R. Fisk,.....	531	" 9	12	22 95
Titus Ege,.....	532	" 19	6	9 00
Raymond & Selleck,...	533	" 19	15	6 13
E. Walker,.....	534	" 20	6	7 46
Coolidge & Edmonds,..	535	" 20	3	2 16
Asa Proctor,.....	536	" 21	17	1 11
Copperthwaite & DeBow	537	" 21	15	8 00
O. B. Stillman,.....	538	" 21	4	18 75
Isaac Butler,.....	539	" 21	4	37 50
Rob't Rurcham,.....	540	" 21	8	4 75
G. W. Huntley,.....	541	" 21	6	2 35
F. Foster,.....	542	" 21	6	176 00
Warren Briggs,.....	543	" 21	6	12 00
D. Fitz Simmons,.....	544	" 21	4	4 29
Students,.....	545	" 21	10	17 00
D. Minnick,.....	546	" 25	4	15 00
J. M. Shearer,.....	547	" 26	5	73 04
D. H. Hilliard,.....	548	" 27	4	65 37

WARRANT STATEMENT—CONTINUED.

To whom drawn.	No.	Date.	Object	Amount.
E. P. Benham,.....	549	1858. Jan. 27	5	\$ 33 12
W. W. Carpenter,.....	550	" 28	5	13 43
J. L. Hulse,.....	551	" 29	4	8 50
Chas. Bowen,.....	552	" 30	4	9 50
Warren Briggs,.....	553	" 30	6	10 00
J. D. Skinner,.....	554	" 30	5	39 81
J. C. Holmes,.....	555	" 30	17	4 25
R. Ellwood,.....	556	" 30	5	7 87
S. Finch,.....	557	Feb. 4	4	3 00
B. E. Hart,.....	558	" 4	5	12 03
E. Bancker,.....	559	" 6	1	13 00
D. F. Leek,.....	560	" 8	4	11 45
P. Glossor,.....	561	" 11	4	4 66
J. M. Shearer,.....	562	" 15	5	119 17
R. Elliott,.....	563	" 16	5	25 95
H. Bigelow,.....	564	" 16	4	15 00
J. Share,.....	565	" 16	17	8 00
Calkins & Ward,.....	566	" 16	5	23 39
Isaac Butler,.....	567	" 19	4	45 65
H. Hodges,.....	568	" 19	1	25 00
Stage Company,.....	569	" 19	12	9 52
J. M. Shearer,.....	570	" 19	5	74 95
Students,.....	571	" 19	10	17 02
N. J. Kiune,.....	572	" 19	10	2 00
B. Leek,.....	573	" 20	4	23 44
V. S. Murphy,.....	574	" 23	11	37 00
J. M. Shearer,.....	575	" 25	5	178 00
J. C. Holmes,.....	576	" 25	11	1 83
Students,.....	577	" 25	10	41 29
S. H. Fisher,.....	578	March 9	4	3 83
J. Newsome,.....	579	" 9	3	12 00
S. N. Taylor,.....	580	" 15	10	3 87
B. E. Hart,.....	581	" 19	4	2 12
J. R. Williams,.....	582	" 19	17	2 75

Total amount,.....\$33,677 28

C. TRACY,

Secretary Agricultural College.

Lansing, Mich., April 1st, 1858.

TREASURER'S REPORT.

*Agricultural College of the State of Michigan in account with
J. C. Holmes, Treasurer.*

DR.

For amount of warrants paid from June 11th, 1857, to April 1st, 1858, as per account rendered,	\$33,677 28
Less balance due on warrant No. 464, ..	\$200 00
“ “ “ 505, ..	131 56
	<hr/>
	331 56
	<hr/>
	\$33,345 72

1858.

April 1. For cash balance carried to new acc't.,	13 21
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Total, \$33,358 93

CR.

By amount of cash received from all sources from
June 11th, 1857, to April 1st, 1858, as per ac-
count rendered,..... \$33,358 93

Total, \$33,358 93

1858.

April 1. By cash, balance from old account, \$13 21

REPORT OF THE COLLEGE TREASURER.

*The Agricultural College of the State of Michigan in account
with J. C. Holmes, Treasurer.*

DEBIT.

STATEMENT OF WARRANTS PAID.

1857.	To paid Warrant	To whom drawn.	Amount.
June 11	No. 1	D. B. Hibbard,	\$350 00
" 11	2	Pinney & Lamson,	45 83
" 11	3	A. Bennet,	30 00
" 11	4	Penfield,	325 16
" 11	5	A. & Tomlinson,	104 50
" 11	6	Kelly,	13 00
" 11	7	J. M. Shearer,	250 00
" 13	12	J. R. Williams,	100 00
" 13	11	Chas. Cook,	22 50
" 13	10	Greene & Miles,	94 25
" 13	9	Hosmer & Fitch,	41 68
" 13	8	Cooledge & Edmonds,	30 00
" 13	13	S. F. Hastings,	14 81
" 13	14	Griffith,	5 50
" 13	16	J. N. Smith,	17 75
" 13	17	Lapham,	20 12
" 13	18	S. R. Greene,	80 37
" 13	19	P. Hurley,	12 75
" 13	15	Griffith,	10 50
" 13	20	Driscoll,	12 75
" 13	21	George Schlee,	14 50
" 13	22	J. Nagel,	9 63
" 16	23	Postage stamps,	15 00
" 16	24	Green & Miles,	160 56
" 16	25	A. Dart,	10 65
" 16	26	Richardson,	10 00
" 16	27	Thayer,	4 32
" 16	28	Fischer,	8 00
" 16	29	"	5 00
" 17	30	Taylor,	12 75
" 18	31	Finney & Co.,	25 48
" 18	32	F. La Rue,	119 00
" 18	33	Burr & Grove,	93 77
" 18	34	Markham,	20 75
" 18	35	Butler,	5 06
" 18	37	Nagel,	7 00
" 19	40	J. M. Shearer,	160 31
" 19	41	Griffith,	10 50

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
June 19	No. 42	Wood,.....	\$ 3 48
" 19	43	J. R. Williams,.....	59 50
" 19	44	Miller,	7 00
" 19	38	Snyder,	9 00
" 19	45	Norris,	30 00
" 20	46	Driscoll,	6 00
" 20	47	Smith,.....	10 50
" 20	48	Greene,	15 00
" 20	49	Schlee,	6 00
" 20	50	Hurley,	6 00
" 27	51	Fischer,	8 00
" 27	52	Richardson,	11 50
" 27	53	Schlee,	7 50
" 27	54	Griffith,.....	10 50
" 27	55	Smith,.....	8 75
" 27	56	Driscoll,	6 00
" 27	57	Hurley,.....	6 00
" 27	58	Norris,	15 00
" 29	59	Lapham,.....	8 50
" 29	60	Walker,.....	67 63
" 30	61	Penfield,.....	34 00
" 30	62	Hinchman,.....	4 50
" 30	63	Edgar,	5 00
" 30	64	Raymond & Selleck,.....	8 02
July 1	65	Norris,.....	29 45
" 1	66	Whitwood.....	38 00
" 1	67	Hunt,	3 75
" 1	68	J. R. Williams,.....	275 00
" 1	69	J. M. Shearer,.....	144 76
" 1	70	L. Beecher & Co.,.....	207 45
" 2	36	Skinner,	15 75
" 6	71	Hurley,	7 00
" 6	72	Elliott,	39 76
" 7	73	Geeene,.....	101 52
" 7	74	Norris,	25 00
" 9	75	Tompkins,	56 40
" 9	77	Norris,	15 00
" 9	78	Flint,.....	12 19
" 9	79	Miller,	5 75
" 13	80	J. M. Shearer,.....	153 18
" 13	81	Driscoll,	15 00
" 13	82	Smith,	16 00

STATEMENT OF WARRANTS PAID--CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
July 13	No. 83	Richardson,	\$ 12 00
" 13	84	Hurley,	8 00
" 13	85	W. Briggs,	10 00
" 13	86	E. Briggs,	4 00
" 13	87	Taft & Co.,	20 00
" 13	88	Hinchman,	40 94
" 13	89	Penfield,	19 47
" 13	90	Raymond & Co.,	26 72
" 14	76	Murphy,	55 39
" 16	91	Cowles,	4 77
" 16	92	A. Dart,	6 14
" 16	93	J. Tompkins & Co.,	56 65
" 18	94	E. Ingersoll,	40 00
" 18	95	Hart,	23 40
" 18	96	Smith,	25 38
" 18	97	Griffith,	10 50
" 18	98	Fischer,	8 00
" 18	99	Richardson,	5 00
" 20	100	R. D. Weeks,	125 00
" 20	101	J. C. Holmes,	8 10
" 21	102	Ingersoll,	50 00
" 22	103	Ingersoll,	141 75
" 22	104	J. R. Williams,	100 00
" 25	105	Griffith,	10 50
" 25	106	Smith,	10 50
" 25	107	Schlee,	17 44
" 25	108	Hurley,	17 37
" 25	109	Driscoll,	17 37
" 25	110	Richardson,	13 00
" 25	111	Fischer,	15 00
" 25	112	Tracy,	250 00
" 25	113	Burr & Grove,	71 98
" 25	114	Tilley,	7 50
" 25	115	J. M. Shearer,	87 63
" 25	116	Norris,	40 00
" 25	117	Avery,	18 44
" 27	118	Peacock,	13 18
" 27	119	Palmer & Co.,	37 38
" 28	120	Miller,	16 50
" 29	121	Norris,	18 00
" 30	122	Hodges,	25 00
Aug. 1	123	Richardson,	10 00

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
Aug.	1	No. 124 Hurley,	\$ 7 50
"	1	125 Driscoll,	7 50
"	1	126 Hosmer & Fitch,	300 00
"	1	127 Smith,	10 50
"	1	128 Griffith,	10 50
"	1	129 Briggs,	50 63
"	1	130 Foster,	87 47
"	1	131 Miller,	29 26
"	1	132 Miller,	22 00
"	1	133 Miller,	15 88
"	3	136 Wood,	50 00
"	4	134 Rogers,	36 00
"	4	135 Turner,	202 50
"	4	137 Smith,	13 00
"	4	138 Griffith,	13 82
"	4	139 Hinchman,	103 63
"	4	140 J. M. Shearer,	78 40
"	4	141 Bloomer,	6 00
"	5	142 Rappleye,	450 00
"	6	143 Richardson,	11 56
"	6	144 Finney & Co.,	30 48
"	7	145 J. C. Holmes,	16 38
"	7	146 Wood,	100 00
"	8	147 J. M. Shearer,	78 00
"	8	148 Driscoll,	7 50
"	8	149 Hurley,	7 50
"	8	150 Schlee,	10 69
"	8	151 Foster,	50 00
"	8	152 Miller,	88 38
"	8	153 Maher,	30 00
"	8	154 Bigelow,	31 00
"	10	157 Weeks,	100 00
"	11	155 Caulkins,	32 88
"	13	158 Cutler,	5 63
"	13	163 Burr & Grove,	196 14
"	13	161 Jimmerson,	6 50
"	14	156 Cowles,	100 43
"	14	160 J. M. Shearer,	250 00
"	15	162 G. W. Maher,	100 00
"	15	165 J. R. Williams,	5 11
"	15	166 Bush,	34 62
"	15	167 Driscoll,	7 50

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
Aug. 15	No. 168	Hurley,.....	\$ 7 50
" 15	169	G. Schlee,.....	6 75
" 15	170	Richardson,.....	5 00
" 15	171	Miller,	92 00
" 15	172	Miller,	26 75
" 15	173	Foster,	100 00
" 15	174	Wood,	150 00
" 17	164	Lansing,	28 75
" 17	176	Klotz,	11 00
" 17	177	Norris,	25 00
" 17	178	Bigelow,.....	19 00
" 18	175	J. R. Williams,.....	100 00
" 18	159	Tilley,	18 79
" 18	179	Walker,	300 00
" 18	180	Maher,	25 00
" 18	181	Bigelow,.....	13 50
" 18	182	La Rue,	127 44
" 18	183	Hodges,	100 00
" 19	184	Jipson,	50 00
" 20	185	Avery,	105 27
" 20	186	Wood,	150 00
" 20	187	Cowles,.....	22 59
" 20	188	Hinchman,.....	41 43
" 20	189	Farrand,.....	106 02
" 20	190	Fisk,	50 00
" 20	191	Raymond,	19 35
" 22	192	Shearer,	217 30
" 22	193	Driscoll,	7 50
" 22	194	Hurley,.....	6 83
" 22	195	Schlee,	6 75
" 22	196	Maher,	230 00
" 22	197	Miller,	132 43
" 22	198	Foster,	163 62
" 22	199	Norris,	32 80
" 22	200	Hodge,	215 00
" 24	201	Ingersoll,	11 49
" 24	202	Walker,.....	178 59
" 24	203	Proctor,	13 00
" 24	204	Plank Road,.....	2 30
" 24	205	Karnes,	57 12
" 24	206	Calkins,	11 00
" 29	207	Bloomer,.....	20 25

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
Aug. 29	No. 208	Bryan,	\$ 8 62
" 29	209	J. M. Shearer,	211 47
" 29	210	Bigelow,	9 00
" 29	211	Richardson,	9 38
" 29	212	Driscoll,	7 50
" 29	213	Hurley,	7 50
" 29	214	Schlee,	6 75
" 29	215	Norris,	48 00
" 29	216	Foster,	23 00
" 29	217	Foster,	78 49
" 29	218	Miller,	147 03
" 29	219	C. Miller,	6 25
" 31	220	Maher,	125 00
" 31	221	Maher,	75 56
" 31	222	Fisk,	50 00
Sept. 1	223	Wood,	100 00
" 1	224	Walker,	154 38
" 1	225	Ingersoll,	6 00
" 2	226	Newcome,	7 14
" 2	227	Chapman,	26 00
" 2	228	Thompson & Co.,	166 12
" 2	229	Buck,	4 78
" 2	230	Coolidge & Co.,	45 26
" 3	231	Creyts,	6 14
" 4	232	Stiles,	2 00
" 5	233	Hurley,	7 50
" 5	234	J. Hurley,	8 75
" 5	235	Driscoll,	7 50
" 5	236	Maher,	215 78
" 5	237	Foster,	113 79
" 5	238	Maher,	20 00
" 5	239	Miller,	177 25
" 5	240	Miller,	44 25
" 5	241	Burr & Grove,	131 46
" 5	242	Shearer,	81 99
" 7	243	J. C. Holmes,	6 88
" 7	244	J. C. Holmes,	3 45
" 7	245	J. M. Shearer,	25 26
" 7	248	Foster,	75 00
" 7	249	Van Husen,	180 91
" 7	250	Schlee,	6 75
" 7	251	J. R. Williams,	100 00

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
Sept. 9	No. 252	A. Dart,	\$ 29 78
" 11	253	Farrand & Wheaton,	69 46
" 11	254	Cooley,	5 00
" 11	255	Norris,	17 50
" 12	246	Tompkins,	11 87
" 12	247	Maher,	26 74
" 12	256	Weeks,	50 00
" 12	257	Driscoll,	6 25
" 12	258	Hurley,	7 50
" 12	259	J. Hurley,	10 00
" 12	260	Schlee,	6 75
" 12	261	Smith,	2 75
" 12	262	Hodge,	2 50
" 12	263	Maher,	225 00
" 12	264	Miller,	142 75
" 12	265	Foster,	118 85
" 12	266	Miller,	33 50
" 12	267	Wood,	100 00
" 12	268	Cushing,	33 27
" 12	269	Booth,	69 41
" 12	270	Bigelow,	18 00
" 14	271	Wood,	200 00
" 14	272	Thayer,	6 30
" 14	273	Baker,	19 75
" 15	274	J. C. Holmes,	3 18
" 15	275	Cushing,	11 42
" 15	276	Norris,	56 80
" 16	277	Hodges,	24 12
" 16	278	Walker,	154 00
" 16	279	La Rue,	30 00
" 16	280	Hinchman,	219 62
" 17	281	Severance,	13 94
" 19	282	Foster,	133 36
" 19	283	Schlee,	6 75
" 19	285	Briggs,	13 00
" 19	284	P. Hurley,	6 25
" 19	286	Richardson,	7 50
" 19	287	Driscoll,	3 75
" 19	288	J. Hurley,	6 25
" 19	289	Maher,	200 00
" 18	290	Miller,	32 50
" 19	291	Miller,	175 46

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
Sept. 19	No. 292	J. C. Holmes,	\$ 250 00
" 19	293	J. R. Williams,	75 00
" 19	294	Chatterton,	7 75
" 21	295	Shearer,	142 78
" 21	296	Proctor,	3 89
" 21	299	Wood,	114 87
" 21	297	J. R. Williams,	6 20
" 21	298	Waldo,	159 30
" 21	300	Miller,	17 00
" 22	301	Callahan,	6 85
" 22	302	Hamilton,	50 00
" 22	303	Bridge, Lewis & Co.,	108 00
" 22	304	Chatterton,	1 87
" 24	305	Johnson,	38 25
" 24	306	Choate,	38 75
" 24	307	Frost,	8 78
" 25	308	Briggs,	16 00
" 26	309	Greene & Miles,	32 00
" 26	310	Driscoll,	7 50
" 26	311	P. Hurley,	7 50
" 26	312	Geo. Schlee,	4 50
" 26	313	Foster,	122 53
" 26	314	Benham,	18 75
" 28	315	Elliott,	19 03
" 29	316	C. Miller,	4 50
" 29	317	Hunt,	4 05
" 30	318	Strayer,	10 00
" 30	318	Hilliard,	32 00
Oct. 1	320	Miller,	214 75
" 1	321	Porter,	190 13
" 3	322	Maher,	66 50
" 3	323	Richardson,	5 00
" 3	324	Fisk,	110 00
" 3	325	P. Hurley,	2 00
" 3	326	Hodges,	35 00
" 3	327	Miller,	80 60
" 3	328	Foster,	60 00
" 3	329	Cooley,	22 43
" 5	330	Walker,	64 48
" 5	331	Johnson,	40 50
" 7	332	Noyes,	179 12
" 7	333	Hinchman,	87 34

STATEMENT OF WARRANTS PAID—CONTINUED.

1887.	To paid Warrant	To whom drawn.	Amount.
Oct.	7	No. 334 Bridge, Lewis & Co.,.....	\$ 31 75
"	7	335 Simoneau,.....	25 00
"	7	336 Severance,.....	13 12
"	7	337 Viele & Carr,.....	3 82
"	7	338 Hamilton,.....	172 00
"	7	339 Burr & Grove,.....	120 51
"	8	340 Hinman,.....	4 85
"	10	341 Briggs,.....	25 50
"	10	342 Mead & Co.,.....	10 55
"	10	343 Edwards & Co.,.....	42 13
"	10	344 P. Hurley,.....	6 00
"	10	345 J. Miller,.....	16 50
"	10	346 Dudley & Holmes,.....	218 72
"	10	347 Maher,.....	181 76
"	10	348 Foster,.....	40 00
"	12	349 Maher,.....	25 00
"	12	350 Shearer,.....	113 00
"	12	351 Cooley,.....	30 00
"	13	352 Tompkins & Co.,.....	31 44
"	13	353 J. J. Miller,.....	60 50
"	15	354 Walker,.....	56 70
"	15	355 Walker,.....	27 62
"	17	356 J. J. Miller,.....	76 00
"	17	357 Foster,.....	25 00
"	17	358 J. Richardson,.....	5 00
"	17	359 Maher,.....	50 00
"	17	361 Tobias & Co.,.....	7 57
"	17	362 Tompkins & Co.,.....	6 50
"	17	360 J. R. Williams,.....	3 04
"	17	363 H. Baker,.....	15 00
"	19	364 H. Baker,.....	17 00
"	19	365 Lowell,.....	25 52
"	19	366 Schlee,.....	2 53
"	19	367 Fisk,.....	10 00
"	21	368 Weeks,.....	65 00
"	21	369 Shearer,.....	125 00
"	23	370 Maher,.....	50 00
"	23	371 P. Hurley,.....	10 00
"	23	372 Ekstein,.....	5 50
"	23	373 Walker,.....	9 16
"	23	374 Fisk,.....	30 00
"	24	376 Richardson,.....	4 38

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amonnt
Oct. 24	No. 377	Driscoll,	\$ 27 50
" 24	378	Maher,	115 00
" 24	379	Miller,	100 00
" 24	380	Foster,	75 00
" 24	375	Calkins & Ward,	98 29
" 24	381	Alton,	7 00
" 24	382	Armstrong,	20 00
" 24	383	Bowser,	30 00
" 24	384	P. Hurley,	8 25
" 24	385	C. Cook,	10 45
" 26	386	Moore,	15 00
" 27	387	Holmes,	14 48
" 27	389	Tilley,	7 52
" 28	390	Bancker,	65 00
" 28	391	Gunnison,	3 00
" 29	396	Mead and others,	29 20
" 29	397	C. Tracy,	250 00
" 29	398	J. R. Williams,	187 50
" 29	399	Lansing,	102 34
" 29	400	Fisk,	150 00
" 29	392	Mahan,	25 00
" 29	393	H. Ingersoll,	71 40
" 29	394	Dudley & Holmes,	5 90
" 29	395	J. B. Palmer,	6 88
" 31	401	F. Foster,	150 00
" 31	402	J. J. Miller,	150 00
" 31	403	R. R. Porter,	250 00
" 31	404	Students,	234 21
" 31	405	J. M. Shearer,	261 82
" 31	406	R. D. Weeks,	115 00
Nov. 3	407	G. W. Maher,	14 00
" 5	408	G. W. Maher,	51 63
Oct. 31	409	R. R. Porter,	32 50
Nov. 2	410	E. Walker,	36 38
" 2	411	Wm. Adair,	48 87
" 6	412	J. Shattuck,	5 00
" 7	413	Wm. Johnson,	11 25
" 7	414	J. M. Shearer,	30 00
" 7	415	J. Hamilton,	274 95
" 10	416	F. Foster,	30 00
" 10	417	S. Clark,	4 00
" 11	418	Burr & Grove,	135 48

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
Nov. 11	No. 419	G. M. Tower,.....	\$ 6 94
" 11	420	J. Carl,.....	3 00
" 11	421	J. J. Miller,.....	21 25
" 12	422	E. S. Briggs,.....	13 00
" 12	423	G. W. Maher,.....	35 80
" 14	424	G. W. Maher,.....	146 69
" 14	424	G. W. Maher,.....	12 25
" 14	425	G. W. Maher,.....	29 38
" 14	426	F. Foster,.....	152 60
" 14	427	J. J. Miller,.....	84 18
" 14	428	W. McCall,.....	18 25
" 14	429	H. D. Benham,.....	4 00
" 14	430	J. J. Miller,.....	250 00
" 14	431	G. W. Maher,.....	78 93
" 14	432	Buhl & Ducharme,.....	89 84
" 14	433	A. Dart,.....	20 16
" 16	434	G. W. Maher,.....	50 00
" 16	435	J. J. Miller,.....	50 00
" 16	436	F. Foster,.....	40 00
" 23	437	J. M. Shearer,.....	126 24
" 23	438	E. Walker,.....	60 35
" 23	439	J. J. Miller,.....	88 18
" 23	440	E. Walker,.....	25 00
" 25	441	G. W. Maher,.....	17 25
" 25	442	G. W. Maher,.....	50 00
" 25	443	G. W. Maher,.....	100 00
" 25	444	Students,.....	39 35
" 27	445	J. J. Miller,.....	111 50
" 27	446	J. R. Williams,.....	187 50
" 27	447	S. L. Kilbourne,.....	9 61
" 28	448	D. F. Leek,.....	13 50
" 28	449	M. Strayer,.....	10 50
" 30	450	Thompson & Co.,.....	291 07
" 30	451	Calkins & Co.,.....	54 72
" 30	452	T. D. Billings,.....	3 06
" 30	453	R. Thayer,.....	13 38
" 30	454	F. M. Cowles,.....	7 19
" 30	455	Geo. Kirby,.....	13 38
" 30	456	J. Law, jr.,.....	15 00
" 30	457	G. F. Hinchman,.....	9 20
" 30	458	L. Beecher & Co.,.....	49 13
" 30	459	Burt & Co.,.....	65 00

STATEMENT OF WARRANTS PAID—CONTINUED.

1857.	To paid Warrant	To whom drawn.	Amount.
Dec.	1	No. 460 Burr & Grove,.....	\$ 86 50
"	1	461 R. E. Redway,.....	77 60
"	1	462 J. Van Husen,.....	3 43
"	1	463 F. Alton,.....	15 00
"	1	464 Burr & Grove,.....	450 00
"	2	465 } Not issued.....	
"	2	466 }	
"	2	467 G. W. Maher,.....	500 00
"	2	468 J. J. Miller,.....	200 00
"	2	469 F. Foster,.....	200 00
"	2	470 M. Strayer,.....	10 50
"	3	471 H. Hodges,.....	140 00
"	3	472 J. A. Wood,.....	8 00
"	3	473 J. Hamilton,.....	57 03
"	4	474 J. M. Shearer,.....	74 48
"	5	475 D. W. Buck,	86 00
"	5	476 J. J. Miller,.....	100 00
"	5	477 J. M. Shearer,.....	250 00
"	5	478 E. S. Ingersoll,.....	16 50
"	5	479 J. J. Miller,.....	100 00
"	5	480 G. W. Maher,.....	140 00
"	5	481 F. Foster,.....	75 00
"	7	482 Penfield,.....	11 00
"	8	483 C. Newton,.....	44 56
"	12	484 J. J. Miller,.....	100 00
"	12	485 J. J. Miller,.....	84 00
"	12	486 F. Foster,.....	100 00
"	12	487 Lewis and Ayers,.....	321 92
"	12	488 Burcham,	16 00
"	12	489 Maher,	100 00
"	15	490 Wolcott & Co.,.....	10 50
"	15	491 Tompkins & Co.,.....	27 05
"	15	492 Davison,.....	1 50
"	18	493 Miller,	230 38
"	18	494 Hart,	8 00
"	18	495 F. Foster,.....	96 35
"	19	496 G. W. Maher,.....	232 75
"	19	497 Joseph Miller,	10 92
"	19	498 B. B. Leach,.....	45 50
"	21	499 G. W. Maher,.....	23 31
"	21	500 W. B. Ray,.....	18 36
"	21	501 P. Joslin,.....	310 07

STATEMENT OF WARRANTS PAID--CONTINUED.

1857-8.	To paid Warrant	To whom drawn.	Amount.
Dec. 22	No. 502	E. Walker,.....	\$ 34 48
" 22	503	S. Lansing,.....	13 15
" 23	504	J. J. Miller,.....	129 16
" 23	505	L. Beecher & Co.,.....	381 56
" 23	506	B. Carpenter,.....	9 90
" 24	507	Finney & Co.,.....	30 50
" 28	508	M. Strayer,.....	14 00
" 28	509	W. E. Tilley,.....	18 89
" 29	510	H. Baker,.....	50 00
" 29	511	R. E. Bailey,.....	24 25
" 31	512	L. R. Fisk,.....	100 00
Jan. 1	513	H. L. Baker,.....	50 00
" 1	514	J. C. Holmes,.....	250 00
" 2	515	T. & Simpson,.....	13 23
" 2	516	A. Dart,.....	58 70
" 2	517	J. Somerville,.....	4 00
" 2	518	D. Button,.....	3 00
" 2	519	J. M. Shearer,.....	246 54
" 4	520	Benham,.....	11 06
" 6	521	Maher,.....	127 93
" 6	522	Not issued,.....	.....
" 7	524	R. R. Porter,.....	69 67
" 7	523	P. Glosser,.....	4 90
" 7	525	J. Crane,.....	30 37
" 8	526	Maher,.....	212 84
" 8	527	Knapp,.....	3 38
" 8	528	Maher,.....	1 35
" 8	529	Maher,.....	145 00
" 9	530	Northrop,.....	6 03
" 9	531	L. R. Fisk,.....	22 95
" 19	532	T. Ege,.....	9 00
" 19	533	Raymond & Selleck,.....	6 13
" 20	534	E. Walker,.....	7 46
" 20	535	Cooledge & Edmonds,.....	2 16
" 21	536	A. Proctor,.....	1 11
" 21	538	Stillman,.....	18 75
" 21	539	J. Butler,.....	37 50
" 21	540	Burcham,.....	4 75
" 21	541	Huntley,.....	2 35
" 21	542	F. Foster,.....	176 00
" 21	543	W. Briggs,.....	12 00
" 21	544	Fitz Simmons,.....	4 29

STATEMENT OF WARRANTS PAID—CONTINUED.

1868.	To paid Warrant	To whom drawn.	Amount.
Jan. 21	No. 545	Students,	\$ 17 00
" 25	546	Minnick,	15 00
" 26	547	J. M. Shearer,	73 04
" 27	548	Hilliard,	65 37
" 27	549	Benham,	33 12
" 28	550	Carpenter,	13 43
" 29	551	Hulse,	8 50
" 30	552	Bowen,	9 50
" 30	553	W. Briggs,	10 00
" 30	554	Skinner,	39 81
" 30	555	J. C. Holmes,	4 25
" 30	556	R. Ellwood,	7 87
Feb. 4	557	S. Finch,	3 00
" 4	558	B. E. Hart,	12 03
" 6	559	E. Bancker,	13 00
" 8	560	D. F. Leek,	11 45
" 11	561	P. Glosser,	4 66
" 15	562	J. M. Shearer,	119 17
" 16	563	R. Elliott,	25 95
" 16	564	H. Bigelow,	15 00
" 16	565	J. Share,	8 00
" 16	566	Caulkins & Ward,	23 39
" 19	567	Isaac Butler,	45 65
" 19	568	H. Hodges,	25 00
" 19	569	Stage Company,	9 52
" 19	570	J. M. Shearer,	74 95
" 19	571	Students,	17 02
" 19	572	N. J. Kinne,	2 00
" 20	573	B. Leek,	23 44
" 23	574	V. S. Murphy,	37 00
" 25	575	J. M. Shearer,	178 00
" 25	576	J. C. Holmes,	1 83
" 25	577	Students,	41 29
Mar. 9	578	S. H. Fisher,	3 83
" 9	579	J. Newsome,	12 00
" 15	580	S. N. Taylor,	3 87
" 19	581	B. E. Hart,	2 12
" 19	582	J. R. Williams,	2 75
" 19	587	Copperthwaite & De Bow, ...	8 00

Total, \$33,677 28

1858.

To amount brought forward,..... \$33,677 28

Deduct from the above bal. due on warrant No.

464,.....\$200 00

do do do warrant No. 505, 131 56

Also the following warrants for which
checks were drawn on the State Treas-
urer, and not paid :

Warrant No. 512,..... 100 00

do 531,..... 22 95

 454 51

 \$33,222 77

April 1. To cash, balance carried to new acc't, . 13 21

 Total,..... \$33,235 98

CREDIT.

STATEMENT OF CASH RECEIVED.

1857.	Cash received.	Amount.
June 11	Of State Board of Education,.....	\$5,000 00
" 18	For Drain-Tile sold,.....	50
" 20	Of M. B. Snyder, on acc't of board, ..	9 00
" 27	Wm. Torrey, " " ..	13 29
" 27	Silas Beebe, " " ..	12 00
" 27	G. Thurston, " " ..	19 28
" 27	U. Stedman, " " ..	7 45
" 27	E. Stedman, " " ..	5 38
" 27	O. Markham, " " ..	18 65
" 29	Theo. Foster, " " ..	15 54
" 29	Thos. Humphrey, " " ..	25 01
" 29	E. Walker, " " ..	29 26
" 29	Alanson Goodrich, " " ..	6 38
" 29	A. E. Cowles, " " ..	16 69
" 30	R. M. Brooks, " " ..	22 91
" 30	H. N. Curtis, " " ..	24 41
" 30	J. T. Hammond, " " ..	25 17
" 30	Doct. J. Phillips, " " ..	2 74
" 30	Doct. J. Phillips, " " ..	2 26
July 1	M. B. Snyder, " " ..	11 03
" 1	L. Flint, " " ..	16 14

STATEMENT OF CASH RECEIVED—CONTINUED.

1857.	Cash received.	Amount.
July 1	Of Geo. C. Lewis, on acc't of board, . .	\$ 10 09
" 1	Adams Bayley " "	14 29
" 1	M. Duncombe, " "	17 74
" 1	Solon A. Whitcomb, " "	11 94
" 2	David E. Hinman, " "	16 49
" 2	Isaac Taylor, " "	16 19
" 2	Stephen Galloway, " "	17 44
" 2	H. B. Frost, " "	21 26
" 2	S. L. Kilbourne, " "	6 00
" 2	H. L. Barney, " "	7 22
" 2	Solon E. Grant, " "	3 20
" 2	M. D. Skinner, " "	15 75
" 3	Wm. Preston, " "	15 64
" 3	Seneca M. Taylor, " "	12 50
" 3	Isaac T. Hollister, " "	20 00
" 6	S. M. Abbott, " "	21 04
" 7	J. G. Bryan, " "	15 26
" 8	A. K. Sweet, " "	2 24
" 8	S. R. Greene, " "	25 45
" 8	H. Ives, " "	5 44
" 8	Silas Beebe, " "	11 81
" 8	J. M. Knapp, " "	10 00
" 8	D. C. Cutler, " "	21 62
" 9	M. Markham, " "	19 55
" 9	H. J. Van Dusen, " "	3 70
" 11	State Board of Education,	1,000 00
" 12	G. M. Adams, for board,	24 41
" 15	Chas. J. Monroe, "	24 21
" 15	N. D. Mussey, "	14 71
" 22	Walter Chester, "	31 75
" 22	Geo. C. Everts, "	15 49
" 25	M. D. Chatterton, "	1 60
" 27	M. C. Skinner, "	1 24
" 28	S. P. L. Hunstable, "	3 17
Aug. 3	State Board of Education,	3,000 00
" 6	Geo. O. Nelson, for board,	11 19
" 6	T. M. Farrington, "	19 55
" 6	Chas. E. Farrington, "	28 63
" 11	R. B. Callahan, "	10 00
" 11	S. L. Kilbourne, "	2 00
" 20	State Board of Education,	5,000 00
" 24	R. R. Porter, for board,	6 00

STATEMENT OF CASH RECEIVED—CONTINUED.

1857-8.	Cash received.	Amount.
Sept. 14	Of State Board of Education,.....	\$5,000 00
" 14	M. D. Chatterton, for board,.....	5 88
" 14	R. R. Porter, ".....	9 00
" 14	J. W. Holmes, ".....	17 21
" 16	D. L. Case, ".....	17 76
" 15	F. M. Sumner, ".....	23 83
" 21	M. Branch, ".....	9 68
" 21	Alfred B. Kinne, ".....	7 54
" 21	State Board of Education,.....	1,000 00
" 23	" ".....	1,000 00
" 26	" ".....	1,500 00
" 28	E. P. Benham, for board of sons,...	38 66
" 28	H. Bush, for board,.....	14 14
" 28	H. B. Carpenter, for board,.....	15 39
" 28	J. A. Elder,.....	19 19
" 28	C. E. Hollister,.....	4 31
" 28	S. L. Kilbourne,.....	11 36
" 28	J. M. Knapp,.....	9 19
" 28	S. M. Taylor,.....	49
" 28	For 1 4-10 M brick sold,.....	7 00
" 30	several small lots of brick,.....	3 00
" 31	Of State Board of Education,.....	1,500 00
Nov. 6	For brick,.....	4 00
" 11	Of S. North, for brick,.....	2 50
" 14	For 2,000 brick,.....	10 00
" 23	Of E. S. Ingersoll, for board,.....	7 15
" 23	B. Carpenter, ".....	4 69
" 12	State Board of Education,.....	1,000 00
" 28	" ".....	3,000 00
Dec. 5	H. B. Carpenter, for board,.....	2 50
" 28	State Board of Education,.....	2,000 00
Jan. 7	R. R. Porter, for board,.....	52 50
" 7	Mr. Knapp, ".....	12 37
" 27	State Board of Education,.....	1,108 70
" 27	House of Correction, for brick,...	125 00
" 30	G. W. Lamb, for board,.....	9 00
" 30	S. W. Duncombe, for board,.....	5 00
" 30	M. C. Skinner, ".....	10
" 30	R. L. Wells, ".....	9 45
" 30	W. W. Carpenter, ".....	9 45
" 30	Allen B. Morse, ".....	12 95
" 30	Chas. M. Bowen, ".....	9 45

STATEMENT OF CASH RECEIVED—CONTINUED.

1858.	Cash received.	Amount.
Feb. 1	Of W. W. Preston, for board,.....	\$ 6 45
" 1	E. R. Osband, ".....	9 45
" 1	P. Carpenter, ".....	8 70
" 1	S. D. Skinner, ".....	9 45
" 2	Gad M. Adams, ".....	70
" 3	Wm. C. Green, ".....	9 45
" 3	S. M. Taylor, ".....	3 96
" 3	W. D. Mussey, ".....	11 20
" 4	Chas. Gregg, ".....	4 00
" 4	E. Comstock, ".....	12 95
" 6	S. H. Sumner, ".....	14 70
" 6	Henry Benson, ".....	14 70
" 6	J. G. Dubois, ".....	9 45
" 8	P. S. Holmes, ".....	11 20
" 8	Edwin Smith, ".....	8 70
" 8	Wm. A. Smith, ".....	8 70
" 8	O. B. Gunnison, ".....	11 20
" 8	Jas. H. Gunnison, ".....	9 45
" 8	F. L. Brewer, ".....	9 45
" 8	G. W. Haigh, ".....	7 30
" 9	W. Bowdish, ".....	5 00
" 9	J. B. Williams, ".....	12 95
" 9	Adams Bayley, ".....	9 45
" 9	Isaac B. Bayley, ".....	11 90
" 10	C. Wilcox, ".....	9 68
" 10	G. P. Haskell, ".....	9 45
" 10	C. A. Foote, ".....	14 70
" 10	D. E. Hinman, ".....	9 45
" 10	C. E. Hollister, ".....	9 45
" 10	W. D. Castle, ".....	11 00
" 11	A. E. Macomber, ".....	6 00
" 11	S. A. Whitcomb, ".....	5 58
" 12	N. J. Gibbs, ".....	9 45
" 12	F. N. Galloway, ".....	7 45
" 12	C. Manchester, ".....	11 20
" 12	J. T. Hammond, ".....	11 20
" 12	J. G. Traver, ".....	16 96
" 12	S. G. Taylor, ".....	7 31
" 12	J. B. Comstock, ".....	7 20
" 12	W. F. Dow, ".....	14 70
" 12	Geo. G. Torrey, ".....	9 45

STATEMENT OF CASH RECEIVED—CONTINUED.

1858.	Cash received.	Amount.
Feb. 12	Of E. T. Kirkland, for board,	\$ 16 45
" 12	W. S. Tredick, "	11 20
" 13	Wm. Hall "	7 45
" 13	Jas. Taylor, "	9 45
" 13	L. V. Beebe, "	9 45
" 13	C. Paulding, "	14 70
" 13	E. G. Clark, "	12 95
" 13	C. E. Farrington, "	11 13
" 13	T. W. Farrington, "	12 95
" 15	O. W. Lowell, "	11 20
" 15	A. E. Cowles, "	11 20
" 15	H. Christiancy, "	12 95
" 15	W. H. Judwin, "	10 15
" 16	G. P. Humphrey, "	14 70
" 16	Henry N. Curtis, "	11 20
" 16	Oscar Stoddard, "	14 70
" 16	G. D. Thurston, "	6 20
" 16	J. A. Curtis, "	11 57
" 16	G. C. Everts, "	9 45
" 17	W. Bowdish, "	3 00
" 17	G. A. Dickey, "	14 70
" 17	John Allport, "	9 87
" 17	H. A. King, "	12 95
" 17	H. C. Alford, "	14 00
" 17	H. H. Hawley, "	12 95
" 17	J. N. Branch, "	9 45
" 17	Walter N. Chester, "	12 95
" 18	M. B. Snyder, "	9 45
" 22	C. E. Gregg, "	10 70
" 23	C. B. Bigelow, "	9 45
" 24	G. D. Thurston, "	5 00
" 24	H. D. Benham, "	6 00
" 24	Students for labor cr. not performed,	28 20
" 25	S. A. Whitcomb, for board,	2 00
" 27	J. A. Curtis, "	3 00
Mar. 4	N. J. Gibbs, "	95
" 5	H. Benson, "	2 79
" 5	L. B. Phillips, "	9 45
" 8	G. P. Humphrey, "	1 48
" 9	S. N. Galloway, "	11 20
" 9	S. N. Galloway, "	1 04

STATEMENT OF CASH RECEIVED—CONTINUED.

1858.	Cash received.	Amount.
Mar. 9	Of W. Bowdish, for board,.....	\$ 1 45
" 16	D. L. Case, "	12 95
" 16	D. L. Case, "	3 92
		<hr/>
		\$33,235 98
Mar. 29.	Cash rec'd of the Board of Education, .	122 95
		<hr/>
Total,		<u>\$33,358 93</u>

1858.

April 1. By cash, balance from old account,.... \$13 21

J. C. HOLMES,

Treas. of the Agr'l College of the State of Michigan.

Lansing, April 1st, 1858.

Schedule of Accounts against the Michigan State Agricultural College, remaining unpaid April 1st, 1858.

*Dudley & Holmes, Gas-pipe, &c.,.....	\$ 75 76
*Buhl & Ducharme, 3 bills, Door-trimmings,.....	22 66
*Guy F. Hinchman & Co., Vinegar, Salt, &c.,....	18 25
*Holmes & Co., Materials for Bedding,.....	100 85
*R. W. King & Co., Crockery,.....	97 66
*T. & J. Hinchman, Groceries,.....	195 59
T. & J. Hinchman, "	121 69
Burt & Watson, Mathematical Instruments,.....	137 00
*James Newson, Sleds,.....	\$44 00—\$12 00= 32 00
*Finney, Tobias & Co., Sled,.....	45 00
*H. C. Hodge, Shingles,.....	6 25
*D. O. & W. S. Penfield, Axe-helves,.....	5 75
*C. B. Butler, Lumber,.....	20 85
*Mead & Robson, Paints,.....	25 12
*Burt & Watson, Surveyor's Chain,.....	8 00
*E. Walker, Lumber,.....	5 14

*S. Lansing, Blacksmithing,.....	\$10 86
*A. J. Cutler, Paints, &c.,.....	69 16
*S. H. Bartholomew, Paints, &c.,.....	25 80
*J. F. Luhme & Co., Chemicals,.....	120 37
Burr & Grove, Roofing, &c.,.....	\$509 00
*Burr & Grove, Hardware,.....	263 00
*Burr & Grove, ".....	1 56
*Burr & Grove, ".....	60 19
*Burr & Grove, ".....	11 25
	<hr/> 845 00
*Doct. Thayer, Paints, &c., say.....	12 00
*J. Shearer, Provisions, Help, &c., for Boarding-house, say.....	300 00
Salary of J. R. Williams, L. R. Fisk and J. C. Holmes, from Jan. 1st, 1858,.....	
Salary of C. Tracy, from Nov. 6th, 1857,.....	
*Salary of J. M. Shearer, from Feb. 9th,.....	
Salary of H. Hodges, say.....	210 00

*These accounts have since been paid.

STATE NORMAL SCHOOL.

Report of A. S. Welch, Principal of the Normal School, to the State Board of Education.

To the Hon. the Board of Education of the State of Michigan:

GENTLEMEN:—I take pleasure in reporting to you the prosperous condition of the State Normal School.

This Institution began its first Term less than four years ago, and it has encountered all the difficulties that usually attend the commencement of such an enterprise. But these difficulties have been overcome, and it is now fully answering the design for which it was established. Indeed, the State Normal School is no longer a doubtful experiment. Its usefulness may be proved by pointing to its fruits.

Though the course of study requires nearly three years for its completion, we have already sent out twenty-seven graduates, twenty-one of whom have since been employed as teachers in the schools of this State. Of the remaining six, three at least, who have lately graduated, intend soon to engage in teaching.

Moreover, our graduates who are laboring as instructors, hold important and responsible positions. Two are retained in the Normal School; six have the successful charge of Union Schools; three are placed over the female department of Union Schools; and others are filling posts of usefulness in prominent Institutions of the State.

UNDERGRADUATE TEACHERS.

But it is not through its graduates alone that the Normal School is accomplishing its allotted mission.

The Primary Schools have been supplied with several hundred teachers sent out from its lower classes. And so far as I have been able to learn, the labors of the undergraduates have had, with few exceptions, a marked effect in elevating the character of the schools which they have conducted.

TEACHERS SUPPLIED FOR THIS WINTER'S SCHOOL.

Some estimate may be formed of the contributions made by the Normal School, to the educating forces of the State, from the following number of teachers sent out since the close of the last term :

Four graduates and three under-graduates, principals of Union Schools,	7
One as teacher in the model department of the Normal School,	1
Three graduates and one undergraduate for departments in Union Schools,	4
Teachers of Common Schools,	59
Total,	<u>71</u>

It may be added also that there is a constant and increasing demand for teachers from the Institution, and that the correspondence which has arisen in consequence often requires more time than the principal can command from his regular duties.

DECLARATION OF INTENTION TO TEACH.

In obedience to a requirement of the Board of Education, every pupil of the Normal School signs the following *Declaration*, as a condition of membership :

"We, the subscribers, do hereby declare that it is our intention to devote ourselves to the business of teaching in

the schools of this State, and that our object in resorting to this Normal School, is the better to prepare ourselves for the discharge of this important duty."

The subsequent course of nearly all Normal students who have left the school, has given satisfactory evidence that this declaration has, almost without exception, been given in good faith.

NUMBERS IN ATTENDANCE.

The present and past condition of the Normal School, so far as indicated by numbers in attendance during the several terms, may be seen from the following table :

	NORMAL SCHOOL.		MODEL SCHOOL.		Total of each term.
	Ladies.	Gentlemen	Ladies.	Gentlemen	
Spring term, 1853, ..	65	57	..	..	122
Fall " " ..	111	64	9	18	202
Spring " 1854, ..	94	83	25	20	222
Fall " " ..	153	79	30	26	288
Spring " 1855, ..	101	80	39	26	246
Fall " " ..	112	65	15	23	215
Spring " 1856, ..	90	68	28	40	226
Fall " " ..	104	48	78	101	331

In the fall of 1855, the attendance in the Model School was somewhat diminished in consequence of a public impression that it was to be discontinued ; but since the policy of the department has been settled by the Board of Education, it has steadily increased in interest and numbers.

In the spring of 1856, the standard of admission to the Normal School proper, was so raised as to throw an entire class into the model department. The effect was very salutary, though the number of Normal students was considerably decreased by the measure. With these exceptions, the number of pupils in both departments has continued steadily to increase. The aggregate of the present term is much larger than that of any preceding term.

But mere numbers do not furnish the true standard by which the excellence of a school should be measured. Its system, order, and discipline, the character of the instruction given, the quality and the spirit of its pupils—these are the things that determine its real usefulness. And it is in respect to these that we are endeavoring to furnish a model for the primary schools of our State.

COURSE OF STUDY.

The following scheme exhibits the course of study now pursued in the Normal School:

Class A.—(For examination.)—Mental and written Arithmetic; Geography and Map Drawing; Orthography; English Grammar; Reading; Penmanship.

Class B.—Elementary Algebra; Book-Keeping; Physiology; English Grammar; Vocal Music; Drawing.

Class C.—Higher Arithmetic; Bourdon, (begun); Natural Philosophy; Analysis of the English Sentence; Vocal Music; Rhetoric.

Class D.—Bourdon's Algebra; Botany; Science of Government; History of English Literature; Vocal Music.

Class E.—Geometry; Chemistry; Elements of Criticism.

Class F.—Plane and Spherical Trigonometry; Land Surveying; Geology; Intellectual Philosophy; Lectures on the Theory and Practice of Teaching. During this term the students teach a class each in the Model School.

On finishing the studies of the *B* Class, students are regarded as capable of conducting a Primary School. Accordingly, this Class furnishes more teachers than all the others. Would it not be well to empower the Board of Instruction to grant certificates to such of these as give evidence of ability to teach a Primary School.

Beside the regular course of study, there is an optional course in the Languages, for the benefit of those who desire to prepare themselves for the Classical Departments of Union Schools.

EXAMINATION OF APPLICANTS.

The Board of Instruction, under the direction of the Principal, examine all applicants for admission to the Normal School, in relation to moral character, literary qualifications and aptness to teach; and those possessing the qualifications usually required of the teachers of primary schools of this State are admitted.

ATTENDANCE.

Pupils are not received after the commencement of a term, except those who have been detained by sickness or actual service as teacher. No matters of business or pleasure can form an admissible excuse for absence from any exercise of the school. Each pupil is required to come prepared to attend every recitation of the term. Those desiring to enter the school are expected to present themselves for examination three days before the opening of the term.

EXPENSES.

The student pays one dollar at the beginning of the summer term, and two dollars at the opening of the winter term, as an entrance fee.

Some of the lower classes are furnished with text-books by the Institution.

It affords me, gentlemen, great pleasure to commend to you, in conclusion, the general good conduct of the students in the Normal School, and to express an appreciation of the faithful services of my fellow laborers in the Board of Instruction.

A. S. WELCH,
Principal State Normal School.

*Address of J. M. B. Sill, a Professor in the Normal School,
to the last Graduating Class, in March, 1858.*

Young Ladies and Gentlemen :

Called upon to address you at such a time, I sincerely wish that greater age and a wider experience were mine, to give wisdom and emphasis to my words.

You, as Normal Students, are in the enjoyment of the brightest week of the fifty-two. You are in the midst of rejoicing and festivity. Hests of kind friends surround you, who wait hopefully for my last word, in order to pour upon you their heartfelt congratulations and earnest wishes for your future prosperity and usefulness. Yourself, too, are stimulated by high hopes and heroic aspirations. You look back upon the school-life behind you, upon all its trials and its triumphs, its realized expectations and its blasted ambitions, so faithfully miniaturizing the more real and more excellent life before you, as upon a fight well fought, as a victory to-day made complete. One realm has been already conquered. You are the laureled victors, and with hearts full of boldness and courage, you to-day invade the boundless domains of another. Nevertheless, to me this is a scene of the deepest solemnity. When I remember what a sublime field of labor this coming life affords to those whose arms are nerved to do ; when I remember how abundant is the harvest, and how few the laborers ; when I remember that a single mind often leads the thought of a country, a continent, or a world, and that the narrow path of truth lies through a bewildering labyrinth of error, I forget the festivity and the congratulations, the music and the rejoicing, and seem to see you only as stern gladiators, who shall yet wear the green wreath of victory or writhe helplessly in the dust. I seem to see you, after a few coming years have lapsed into the past. Does it require the tongue of a prophet to tell that some will be borne down by the rudeness of encountering shocks ; that some will never gird on their armor in ear-

nest at all ; and some, it is yours to say how many, shall write their shining names among the blessed few who have loved their race and have toiled for it? Let me then lead your attention for a few moments from contemplations more attractive, to the duties and difficulties that await you in your chosen course of life.

It is a common accusation against us, that the teacher is never satisfied with lauding and magnifying his own vocation. At the risk of adding evidence to the truth of this charge, you must allow me to congratulate you upon the choice of profession which your graduation here evidences. I believe, in all honesty and candor, that there is no nobler work than the teacher's. Surely, it needs no argument to show, in this age of the world, that knowledge is power, and happiness too. If it be disputed, let the myriad appliances of science and art, to communicate thought, to annihilate distance, and to provide comfort and luxury in every department and walk of life, make a more eloquent answer than I. Then, though schools are not the only, and may be not the greatest educators, who shall bear greater honor than he who laboriously and systematically, day by day, and year by year, directs all his efforts to the imparting of this knowledge. Enough of this. If there are those who misunderstand our aims and misconstrue our motives, who, judging our success in life by a standard mean, and alike dishonorable to themselves and our common humanity, let us make stronger efforts, labor with more untiring zeal, and see to it that the children of such come up to the estate of manhood with nobler views of the highest good in life than their sordid sires. If we feel that fullness of satisfaction which useful labor well performed never fails to give ; if we know that we are lightening the great load of ignorance under which humanity has always staggered, little care we for the applause of men ; our reckoning is with God.

But, young Ladies and Gentlemen, not alone outside our own numbers are we to look for those who shamefully undervalue the mission of the teacher. There are those, who, undertaking these high duties and responsibilities, and proclaiming everywhere, with words, their magnitude and worth, yet, by actions that speak louder, show they have never comprehended the height and the eternal depth of the teacher's influence. Of course I refer to those who, without adequate preparation of mind or heart, with a confidence that is reckless and ruinous, undertake the solemn duties and obligations of our profession. May that Providence which overrules us all, grant that I am not speaking to such an one to-day—to one who has not reflected long and seriously in thus assuming the guidance of deathless mind. Is there a reckless hand in this class to sweep the wonderful strings of that God-tuned harp, whose harmony or discord will vibrate through eternal years. If there be one who deems all this a little thing, one who can lightly lay hold upon this great task, I warn you beware. Do not this great sin. Seek, by the aid of reflection and study, a higher preparation, or to-day choose anew your course of life.

I commend to your earnest attention self-examining questions like these :

Are anger and resentment trained to abide within the severest limits? Who does know that when these passions gain dominion over a man, justice and truth are forgotten, and in such an hour the unjust word, or the shameful blow may arouse in the young heart, fires that shall glow forever—fires that shall consume into bitter ashes all the joys and the glories of his youth—fires that in manhood shall become outbreking flames of rebellion, anarchy, and treason.

Have you that education of heart, that ground-work of

firm and true principle, which becomes one who has in training the moral as well as the intellectual nature of the young? It is a glorious thing, this disciplining the intellect, with all the appliances of faultless skill, watching its development with unslumbering vigilance, giving to it all the amazing benefits of progressive training, making it walk erect to-day under a burden which but yesterday would have crushed it to the dust, until strong, undaunted, and alert, it rolls its eloquent words from the tongue, or flashes forth from the steady eye, as strong as the sun, and as terrible as the lightning. But if all this time the moral nature has lain dormant, if goodness and purity of purpose have not kept pace with strength, then all this sublime beauty is as dreadful to look upon as the matchless symmetry of the prince of fallen angels, or the loathsome splendor of a deadly serpent. You have clothed the man with strength, but who shall say whether he shall use it to pile up monuments of beauty and goodness, or to dig wide and deep the pit of his own destruction? It is a frightful mistake, this leaving out of sight and out of mind the moral and religious nature of those who are committed to our charge. There are, in these fastidious times, parents who, under the flimsy plea of horror for creeds and sectarian bias, deprecate all moral discipline, and exhibit an anxiety lest the ears of their young should be assailed by the sound of God's Word, or the voice of prayer. Such, it is also to be remarked, generally seem to have a like fear of the influence of purity of life and manners, and entertain a lurking dread of the pernicious effects of a decent example. Yield to no such sophistry. Take away cause of reproach by avoiding in your instruction and conversation all appearance of a narrow and degrading sectarianism. Plant your feet upon a foundation so broad that every man or woman who loves God may stand upon it, and then be unmoved, though all the powers of darkness should be ar-

rayed against you. This you can easily do if you are right within, for the trammels of no sect, the limits of no creed, can restrain the far reaching good will of a heart which the love of Christ constraineth. Does the fear that yourselves are not able to offer these precepts consistently, come to you at this moment? Then give not sleep to your eyes, nor slumber to your eyelids, till you have sought and found the needful preparation. But above all things, if you would not have your later years made wretched by useless regrets—if you would not see the strength which you have given, marshalled suicidally against the peace of the world—if you would not take upon yourself a responsibility so terrible that none but the foolhardy would accept it—if you would not lend yourself to make desolation in this heritage of God—join not hands with these profane scoffers—be not one of them; if you can do no more, at least give your pupils the benefit of a life that is blameless, of an example that is ennobling. May the sovereign State of Michigan never cherish and warm to life in her bosom, a viper that shall poison her own sons and daughters with wounds that are deadly and incurable.

Have you that firmness tempered with justice which will, in the hour of darkness and trial, make you steadfast unto the end? If you have not, strive to arm yourselves with strength, lest there be a time in your teacher life when the storm shall come down and find you unprepared, and shall burst upon you, and overwhelm you with sudden and remediless destruction.

Are you apt in teaching? The consideration of this question involves much that I have already noticed, and is excelled in importance by none that have been mentioned. There are already more than enough unskillful hands meddling with the delicate and complicated structure of mental machinery. Let not this class add to the number. The art of teaching is a rare endowment. Yet there are

few who possess the capability of acquiring knowledge, who cannot by diligent effort gain the power to successfully impart it.

A great requisite in this department, is the resolution to make teaching not a temporary employment, until something more desirable shall "turn up," not a last reluctant resort to fill the aching void of an empty pocket, but an occupation for the remainder of your days. Choose it as the department of labor where your life shall make its bright success, or its inglorious failure. Identify yourself with your profession, make its interests your interests, and its triumphs and its trials all your own. Then will you be prepared to enter upon its duties full of that laudable emulation which will be satisfied with nothing short of the highest excellence. How can you expect those who make so short a sojourn with us to thoroughly catch our spirit? We need more men and women who can remain unmoved among all the multiform temptations that beset us to try other pursuits—who will not at the first puff of adverse wind desert their post of honor, and fall from their high estate into the ever open arms of law, merchandise, or medicine. Our position in this regard is anomalous and unfortunate; *our* accessions from other ranks are too frequently from the number of those who, having failed in everything else, to a moral certainty cannot teach. While those who desert us are usually those who, having succeeded among us, entertain the reasonable idea that they can do other things. Truly, we all should ardently desire the time to come when this floating and unstable element shall be unknown, and in its place we shall find a company of devoted and self-sacrificing teachers. In that day shall a man be ashamed to put his hand to the plow and turn back, and public opinion shall stamp him both foolish and fickle, who shall once join our ranks and then lightly desert us.

Perhaps the faithful teacher is nowhere more likely to fail than in a just balancing of the duties which he owes to the school-room world and the world outside. We are apt to centre all our anxieties, all our hopes and all our cares in the little world over which we preside. We incline to forget the duties which we owe to our neighbor and our common country. We too often seem to admit by our unquestioning acquiescence that the teacher is a thoroughly disenfranchised man. Not so. If we are teachers, we are not less citizens. While it is most discreditable that he should become a brawling politician of the modern stamp and descend to the vile and disgraceful depths of demagogism, it is scarcely less so that he should be ignorant or neglectful of the things that concern every law-abiding citizen. In these latter days when questions of vast and universal moment are upheaving the whole social fabric, and threatening its overthrow, when interests which are inwoven in the heart and life of humanity are awaiting adjustment, it is the duty of every one to maintain the right with unwavering determination ; and he who can stand idly by, voiceless, opinionless and effortless, must have pulses that are petrified, and a heart that is dead to all the movings of the nobler impulses. There are those who have taken great pains to instruct us in regard to our rights and duties. For all their disinterested and ingenuous kindness, and for all the unmasked advice with which they have so abundantly plied us, let us thank them kindly, at the same time assuring them that, so far as we can without detriment to the great cause which we have taken in hand, we shall fearlessly utter our opinions on all suitable occasions, and come squarely up to our duties at the ballot-box and elsewhere. All honor to the men, whether their call is to preach or to teach, who have broken down the barriers of an unjust usage, and triumphantly vindicate their right as men and citizens.

I am aware that this is debatable ground, but will not the most conservative admit it is better and more manful to hold fixed and well considered opinions and to maintain them quietly but unflinchingly, than to be tossed hither and thither by the fickle gale of public sentiment? and who does not know that the bitterest partisan will give us more honor for holding adverse opinions than for holding none at all?

Not only is it your duty but you will find it your highest interest to mix with people of the world outside. In the performance of your heavy duties you need the support of friendship and sympathy. If you tread day by day only in the narrow circle of school-room duties, you can hardly escape a morose and unworthy selfishness, and will surely become bigoted, opinionated, and disagreeable. But there is a Scylla which they are prone to rush upon who sail too wide of this Charybdis. The teacher must daily, and without fail, find time for earnest and solitary study. No mind can bear the tax of continued expenditure unless it receive fresh supplies from living fountains of knowledge. Remember then, that the education which you have here initiated will, if you are true to yourselves, end only when life ends. A kind Providence has ordered it that no student need of necessity be idle. The task before you is infinite. The shining fields of knowledge stretch away beyond the ken of the loftiest Archangel. Aye, they are boundless as eternity. In the dominion of mind there was never yet an Alexander. No man need weep for other worlds to conquer. The unknown is limitless. The prospect of an unending existence would lose its choicest charm were there ever to come a time when all the depths of wisdom shall be sounded and no more remain to be found out.

The time allotted to me is already consumed. As I have attempted to portray some of the difficulties that will be-

set your path, so would I gladly paint, for your encouragement, the transcendent glories of your high reward. But young hearts are full of hope; therefore, the unanswering silence of this coming life, and all the mysteries of its hidden events and issues have no power to daunt your spirits. Do any step out on its threshold with fear and trembling? Take courage. None but the reckless and conceited are at all times confident.

You now go forth from these walls, bearing the best wishes of those who have been your instructors. We are full of confidence that you will adorn the profession of your choice, and be useful in your day and generation. Michigan, too, expects much of those who hail from her Normal School. See to it that she is not disappointed.

And now, young Ladies and Gentlemen, as a teacher I welcome you to our ranks, and bid you God-speed in your course of usefulness; and, as a graduate of the Normal School, it is my privilege to extend to you the right hand of fellowship, and welcome you to a band whose members are bound together by the ties of an indissoluble fraternity, and may He who holds all destinies in his hands grant that our common Alma Mater may never have cause to blush for us.

FIRST TEACHINGS.

A Paper read by a Lady of the last Graduating Class of the Normal School, in March, 1858.

The mind of a child is not unlike an empty room. It is education which must supply the furniture, and render it it an apartment worthy of its great Architect. Upon the systematic arrangement, as well as the kind of knowledge acquired, depend both its beauty and utility.

The principle avenues of approach to the mind are the eye and the ear. The curtain of the former is raised to admit images of all that is beautiful or sublime in nature; the

latter opens its portal and music and eloquence ride in on the chariot of sound.

These as the chief means of access to the mind, should be first cultivated. Is this the case in our present system of education? Are the principles of philosophy understood and carried out by those whose labor it is to educate the youth—or indeed are the principles of *any* science acted upon in condemning children to a six-hours imprisonment each day, at just the period when their motive powers are most fully in play, and require most to be exercised?

A visit to a district school would convince any person that our present system is not the one most in harmony with the *natural impulses* of the child. Approaching the school-building, we notice that it is situated so as to have the full benefit of sun and dust in summer, and a free circulation of air in winter. No useless tree is permitted to interrupt the view in any direction, and no flower disputes with the four-footed tenantry the right to the soil of the yard.

Within, one little boy is sitting with a wet slate before him, watching attentively the reflection of the various expressions of countenance which he successively assumes.

Another is bringing into notice his new knife by causing the light reflected from it to strike the eyes of the pupils opposite; another is transferring to his book the teacher's profile, while a fourth is making paper birds, and a fifth watching attentively the maneuvers of a spider to entangle a fly in his cunningly-wrought web. Occasionally, as the teacher turns his attention from the class before him, and says, "study your lessons," books are brought before the face, and lips move, but the next instant a bird flying into the room rivets the attention of every one.

Mental Arithmetic, Geography and Grammar.—If instead of requiring these children to exercise their *memories* upon

the abstract forms of the alphabet, and long columns of words in the *Elementary*, they had been encouraged to use their *perceptive faculties*,—if the owners of the slate and knife had been made to comprehend the reflection of light, the young artist taught drawing, and his playmate the habits of flies and spiders, during the limited time that they were in-doors, and, when *out*, to observe all things in the external world—trees, rocks, birds and insects—their interest in school would have been roused, their desire for knowledge stimulated, and their progress much enhanced.

The power of conception must be cultivated to a great extent in teaching reading. No art combines in itself so much of amusement and instruction as this, and none is so universally neglected. Pupils in school rehearse daily the lessons set them, until, in many cases, they can repeat verbatim page after page, and yet seem to have no thought that the words are but the representatives of ideas. This is the natural result of their early training. If the teacher had, before he desired them to read any piece, explained the circumstances in which it was written, the locality described and the various persons alluded to, they would have obtained vivid conceptions of the author's meaning, and been able to *express* the sentiment as they ought. Another means of cultivating conception is by *drawing*. This should always precede the study of Geography. Preparatory to the use of maps, the child might draw the outlines of some familiar orchard or garden, designating the course of a stream by a line, and the situation of trees and shrubs by dots. After several of these exercises, it will be comparatively easy to form a conception of the earth's surface, cleft with rivers and dotted with cities, as represented.

From the different objects nature has so profusely scattered about, would it not be well to teach the rudiments of Geology, Mineralogy and Botany, deferring the study of

abstract science till a much later period than is usually done?

As the pupils advance, care should be taken that they understand thoroughly whatever is studied; and if the principles are obscure, they should be made clear by explanations and illustrations by the teacher. The *great* fault in our present system of education is its *superficiality*. Scholars are hurried over too much, thus not only failing to acquire the knowledge they might, but forming habits which will preclude future intellectual culture. All through their early school life the principle is acted upon that education consists in storing the mind with a collection of facts, and that the development of mind is measured by the number of books the pupil has "been through."

No wonder that to so many the idea of study is distasteful, or that so many of our brightest intellects have, in childhood, been regarded as *hopelessly dull*.

Very much of the child's interest in school depends upon the teacher. If he be a stern, repulsive being, the dislike which the child feels for him will be communicated to the studies. On the contrary, if he possess a warm, sympathetic nature, and a love for his calling, his power over those around him will be almost unlimited. *Then* can he successfully labor to inspire the mind with a thirst for knowledge—rouse it to think for itself—awaken it to remember, observe, reflect, combine. The teacher should have an ideal of a well educated human intellect—an ideal which he should ever labor to reach, as the sculptor ever strives to realize in the marble his idea of the beautiful. Every stroke should be made with care and with especial reference to the symmetry of the whole.

Nor should the fact that the child has a physical, a sensitive, and a moral nature, be lost sight of. Too much care cannot be taken in early life to develop a sound body, to cultivate a refined taste, and especially to instill pure

moral principles. Should either of these be neglected, it will of necessity enfeeble the entire structure.

As means for this harmonious development, the school-building and yard should be fitted up with the means for exercise, and arranged so as to gratify the pupil's love of beauty—the lesson of self-denial daily taught and enforced, and no deviation from the path of truthfulness ever be allowed to pass unnoticed.

When we shall have teachers whose aim it is to develop a strength of intellect—a tenderness and refinement of sensibility—a delicacy and acuteness of conscience, together with a large-hearted benevolence, pupils of the same stamp will not long be wanting.

March 19th, 1858.


COLLEGES AND SEMINARIES OF LEARNING.

The following Circular was addressed to the Presidents of Colleges, to the Principals of Academies, and to the presiding officers of all incorporated Literary Institutions in the State, soon after its date, and has since been sent to those whose reports had not been received.


CIRCULAR.

OFFICE OF SUP'T OF PUBLIC INSTRUCTION, }
Lansing, Mich., May 15th, 1856. }

SIR—Act No. 19 of the Session Laws of 1839, provides that “it shall be the duty of the President of the Board of Trustees of every organized academy or literary or collegiate institution, heretofore incorporated, or hereafter to be incorporated, to cause to be made out by the principal instructor or other officer, and forwarded by mail, or otherwise, to the office of the Superintendent of Public Instruction [on or before the first day of December annually,] a report setting forth the amount and estimated value of real estate owned by the corporation, the amount of other funds and endowments, and the yearly income from all sources, the number of instructors, the number of students in the different classes, the studies pursued and the books used, the course of instruction, the terms of tuition, and such other matters as may be specially requested by said Superintendent, or as may be deemed proper by the President or principal of such academies or institutes, to enable the Superintendent of Public Instruction to lay before the Legislature a fair and full exhibit of the affairs and condition

of said institutions.”  *It is important that this Department be in the receipt of these reports as early as the first day of November.*

Act No. 39 of the Session Laws of 1855, section 6, provides that institutions of learning incorporated under its provisions shall be subject to visitation and examination by a Board of Visitors that may be appointed by the Superintendent of Public Instruction, whose duty it shall be to make a report to said Superintendent as soon after an examination as practicable. The act makes no provision for the pay of visitors, or even for meeting their necessary traveling expenses, in case of their appointment. Should the officers of your institution, (if organized under this act,) deem it desirable to receive a visit or visits from such a board, the undersigned will make the appointment, in case you will suggest the names of three suitable persons who will consent to serve. Should you forward names, as suggested, be pleased to give also the post office address of persons you shall designate.

Section 9 of the last cited act, provides that the trustees of institutions incorporated under its provisions “shall be required, on or before the first day of December annually, to report to the Superintendent of Public Instruction, a statement of the name of each trustee, officer, teacher and student of such institution, with a statement of its property, the amount of stock subscribed, donated and bequeathed, and the amount actually paid in, and such other information as will tend to exhibit its condition and operations.”  *It is important that this Department be in the receipt of these reports as early as the first day of November.*

In communicating to you these provisions of law relating to incorporated institutions of learning, allow me to request that duplicate copies (and three or four, if you have them,) of your late catalogues, be immediately forwarded to this Department, and that hereafter duplicates (or a greater

number) of your annual catalogue be forwarded, as the same shall be published, from time to time. While a single copy should be preserved on file in this Department, duplicate copies might be used to the advantage of your institution.

Very Respectfully,

IRA MAYHEW,

Superintendent of Public Instruction.

The following reports have been received at this office, from these incorporated institutions:—

KALAMAZOO COLLEGE.

KALAMAZOO COLLEGE, Dec. 16th, 1856.

To the Hon. Ira Mayhew, Sup't of Public Instruction:

SIR:—In answer to your Circular, I report statistics of Kalamazoo College:

Buildings,	\$ 9,000
Real Estate,	6,000
Building Materials and Subscription for Buildings,	6,000
Permanent Fund, about	20,000
Library, Apparatus and Fixtures,	2,500
Income from Permanent Fund and Tuition,	4,650
Salary of Teachers,	5,600
Other Expenses,	800

The Institution has relied for the excess of its expenses over its Tuition upon voluntary subscriptions of its friends. We are now engaged in raising \$100,000 additional fund.

I have delayed this return some weeks, hoping our Catalogue would be out. I send you one for last year, and will send you a printed Report in a day or two.

Yours, Respectfully,

J. A. B. STONE,

President Kalamazoo College.

Report of the President to the Board of Trustees of Kalamazoo College.

GENTLEMEN :—Nearly twenty-four years have now passed since your body received, from the Territorial Legislature of Michigan, powers corporate and politic, to enable them to proceed legally and efficiently in the great work of educating the youth. After passing through the various changes incident to a new State, prospecting, experimenting, vacillating, advancing, halting, and again pushing on our way with new zeal and increased ardor, we now find ourselves on firm ground, and with the goal of your early ambition in view—a College where all, without distinction of sex or rank, can be fully and liberally educated for the great responsibilities of life—of such a life as is worthy of the age and of the country in which we live. Oxford and Cambridge would, no doubt, deem ours a day of small things. But there was a time when they themselves were smaller; with lower aims and humbler hopes. We trust that the large number already educated, in whole or in part, in this Institution, have some reason to be thankful for what we have been able to do for them, even in these days of our infancy. We look to your wisdom, under the divine blessing, and to the liberality of an enlightened, interested public, for the enlargement of our plans, and the achievement of greater success in a more extensive work of developing, disciplining and instructing the undying minds and hearts of Michigan youth.

As the result of your efforts already made, we now have the pleasure of reporting a larger Board of Teachers, and a more numerous collection of Students than ever before. The four years course of study in the College for young men, will not suffer by comparison with that of even older institutions; while the Preparatory Course of three years affords ample time for a thorough preparation for the College Course, by those who have already enjoyed the discipline of our public schools.

It is the design of the Faculty to make this Department the realization of a true American gymnasium; as severe and as thorough as the character and the circumstances of the youth committed to our charge will allow. The four years Collegiate Course for young Ladies has been made as varied and as extensive as the standard of public opinion will warrant, giving the community no just cause of complaint, that the provision for female education is inadequate to the wants of the most studious and aspiring. The Preparatory Course in this Department, as now arranged, can be completed in two years, by those whose earlier advantages have been favorable.

The number of Teachers now employed in all the Departments is 14.

The number of young Men in the College Course during the past year is.....	30
In the Preparatory Course.....	162
In the Female Collegiate Department.....	94
In the Female Preparatory Department.....	116
Whole number,.....	<u>402</u>

The materials are in part collected for one of the three beautiful Halls in the plan adopted at your last annual meeting, and we anticipate its completion at the opening of the next academic year. We need, also, as already suggested, a building for the Preparatory Department, more apparatus, more books for our Library, and shall soon require more Professors. The \$100,000 which your body voted to raise to increase the endowment fund, to erect buildings, and to add to the library and apparatus fund, large as the sum appeared to some of your number when the measure was first discussed, is really no more than our present necessities require; and indeed the complement of the \$250,000, estimated some years since as the amount requisite for the completion of the entire plan for a foun-

dation fund for the Institution, we hope may be realized, even by the present liberal, enterprising generation.

I know the Trustees are practical men. Americans, who live in the middle of the nineteenth century, and here in Michigan. If I were a transcendental dreamer, I should not expect to persuade you, gentlemen, to engage in building up a Utopian Institution. I rejoice to know that you are content to leave such visionary schemes to be attempted by the denizens of Dream-land. I understand it to be your object to provide means and facilities for educating just such young men and young ladies as we find in this goodly land where we dwell; to strive indeed for a higher standard of excellence, and a corresponding elevation of public sentiment; but to strive soberly, though earnestly.

We stand at such a point in our own history, and in the formative progress of our State, that it seems fitting that I should dwell somewhat upon certain points of great interest to ourselves, and to the youth of our land. Hoping, believing, that my opinions coincide with your own, I take the liberty of defining my position, and that of my colleagues generally, on the following topics:

1. Who shall be educated?
2. What shall they be taught?
3. How shall the work be done?
4. By whom shall it be done?

We ought to have a mutual understanding in reference to these subjects; and the public have a right to know our opinions, and to compare them with our practice.

1. Who shall be educated?

I answer: They who will. It is no more an inalienable right to grow in stature, and to be as tall as one can be, than it is to increase in mental and moral greatness. We recognize no prerogatives of sect, no monopolies of party here. Neither birth nor wealth confer any pre-emption right to learning, or to learning's influence. We welcome

the largest number—and to the highest attainments, if they will. We plead for the largest educational liberty for the million. They may not all heed it, perhaps the mass will not. But we proffer such advantages as we can provide, to those of every race, creed, and sex. Such sentiments and such professions increase our obligations to multiply our means and facilities, that we may make our professions good. A great, an increasing work is opening before us.

2. What shall they be taught?

George Fox, the founder of Quakerism, directed that the course of study in the schools of his people should embrace whatsoever things are civil and useful in creation. Surely, this was no narrow, no illiberal course. It is extensive enough for our use; we accept it, "whatsoever things are civil and useful in creation." This embraces not only mental, but moral culture. Not mathematics, philology and philosophy merely, but virtue also is essential to a full and perfect discipline. There is no limit to the amount of practical knowledge desirable; but the whole circle of sciences, divorced from scriptural truth, is hazardous—perchance injurious.

We shall seek to find out whatever may be made useful, and to teach it; what things belong to a progressive civilization, and to incorporate them into our system. What our public schools will not or cannot accomplish, we will attempt, and it will be our circumstances, not our wishes, that will allow ourselves to be surpassed by other Institutions in the West.

3. How shall they be taught?

I shall go into no transports on the Prussian system; I shall institute no comparative-anatomy parallel between the English and the Scotch Universities, nor any antithesis between them both, and the modern French system.

That system which fully meets our wants, will be em-

phatically an American System. All antecedents of all ages will not suffice to answer our purpose. The circumstances under which we find ourselves called to act, are different from those of other nations. In educating the young, all systems aim at discipline, instruction, and the communication of knowledge. But in modes and plans, general and special, we must vary according to the age in which we live, and the circumstances under which we find ourselves. Government, religion, race, national spirit—the very mountains, lakes, rivers and prairies of a land must, and will make a difference.

Hitherto, we have been, to a great extent, imitators, reproducing what we have seen in the fatherland, our plans somewhat modified by emergencies, and their limits defined still more by necessity. But the time has come when we have an American character, formed or forming under a concurrence and combination of causes, new and unprecedented. A literary Institution like ours must take all these elements into account. It must be such as Americans require; such as will develop their genius—mould, fashion, invigorate, perfect and perpetuate it. We need then not only wisdom, but versatility also, and adaptiveness. We must understand our American youth, their cast of mind, and the sphere in which they are destined to move, as also the spirit of our country, of her institutions and her laws.

It will be the object of Kalamazoo College to educate Americans, not Japanese, unless to Americanize them—to take them, such as they are, and to make them such as they should be; to educate them for free, independent American *citizens*—not to make them Prussian nor Austrian *subjects*.

It will be necessary, therefore, to provide a full serial course of studies in the several Departments, and a sufficient number of competent Teachers to apply and carry out our plans.

4. Who shall educate?

I answer, as before, they who will. This is right, politic and equal; safe in theory, feasible in practice. If some benevolent individual wishes to found a Seminary, which shall be a realization of his own views of a perfect school, allow him to do it, as freely as you would allow him to build a cotton-mill, and forbid not those who resort to him for instruction, any more than you would turn away customers from the cotton-warehouse. If the people of a given section, town or county, or those of different sections with similar views, concentrate their educational efforts in some point mutually convenient, the laws should protect, not restrain them. No one should cast any obstructions in their way, so long as they do not violate the laws of morality, and the wholesome, civil regulations of the land. All should be as free to educate as to acquire or disburse money.

And by this I mean, that it is the right and privilege of individuals, singly, or voluntarily in connection with others, to educate, and it is not the duty of the Government of any State or any nation to engage in this work directly and immediately, by founding, arranging, controlling, and sustaining Institutions of learning, any more than it is its duty to engage in the propagation of religion, by organizing and sustaining churches; or in the accumulation of wealth by government manufactures, government commerce, and government works of internal improvement.

The only exceptions to this general rule, are schools for the education of Teachers, strictly Teachers' Seminaries, and for educating mutes and the blind, and such other Institutions as would not exist unless the State defrayed the expense; where it seems necessary, as well as right, that the State should have the entire management.

Civil government was not formed to accomplish every good work. Education may be necessary for its perfec-

tion. It is really advantageous to the individual, advantageous to the community. So is religion highly desirable. Christian churches further both individual and public interests; but it does not follow that the State should immediately and directly sustain and control either.

The State could adopt the system of some of the European governments to organize a series of schools, and sustain them with less expense and with greater uniformity than could be done in any other way, and all this might be justified under the plea of increasing the intelligence of the people, and augmenting the elements of national happiness. But the argument is just as strong in favor of patronage and control over an ecclesiastical establishment, as in matters of education. Uniformity, efficiency, perhaps economy, might be attained, in this way, among the churches. But a State ecclesiastical system is not consonant with the genius of a republican government. It is anti-democratic. It would not be tolerated, if attempted. Neither is a State educational establishment, organized on a similar basis, any more desirable. It would create a dangerous patronage, and confound and complicate public and private rights and duties. The State should never attempt what individuals can do just as well. This has sometimes been attempted, and no doubt with benevolent designs, with no small detriment to the public weal. It is of the highest importance that individual effort should be encouraged. In a monarchy, or in an aristocracy, the government are expected to originate, sustain, and control almost everything pertaining to the public interest. The people labor to carry out their will, as directed and allowed. But in a government like ours, the enterprise of the people originates and sustains everything pertaining to industrial accumulation, education, and religion.

But it may be asked: has the State no duties, no responsibilities in matters of education? Assuredly, it has many;

but not all. The State should do just what some of the older States have been doing for two hundred years; and what our own Commonwealth began to do in the earliest stage of her history; make general laws and regulations by which the people can do the work of educating. It belongs to the State, to make general rules by which the citizens of a given district may voluntarily build a school house, employ a teacher, and if necessary, tax themselves to pay him, just as they engage in any other business transaction.

So also if the people in the same region, or those with the same views and sympathies in different localities, wish to found and foster a higher Institution, an academy or a college, they should be encouraged to do it, under equal laws, and uniform legislative regulations.

This is the American System, and the People's System. We need no other. It operates well in our common School System. It is clearly seen and well applied in the letter and in the spirit of the *Law for the organization of Colleges and other Institutions of learning*, enacted by the last Legislature. It involves no exception to the democratic character of our common school system that certain lands, belonging equally to the whole people, are made to constitute an educational fund, to be equally distributed among the whole people; because it implies no prerogatives, no real patronage on the part of the State, and no accountability on the part of the people, any farther than relates to a faithful expenditure of the funds distributed. If there are other unappropriated funds, which are common property, they might, in accordance with the same republican principles, be equally distributed for the encouragement of the higher Institutions, so as to serve the public interest generally.

The tendency of such a policy would not be injurious to teachers and students, producing those evil results always

witnessed in countries where the State claims the right, assumes the prerogative, the monopoly of educating the whole nation. The educational systems of Europe have never failed to create, and to perpetuate inequalities of rank and condition. Favoritism on the one side, and dependence on the other, have been their inevitable result. It will be well for us if we avoid their errors, and cherish the American System, so admirably calculated to train up freemen, conscious of individuality, and raised in their own esteem by a sense of their own capability of personal effort and personal achievement.

In conclusion, gentlemen, I believe a brighter future is opening upon us. My hopes in this respect are grounded on the educational enthusiasm manifest in the several departments of the Institution itself; and on the zeal with which your Board are determined to prosecute the great work committed to your hands. I know that you will leave no laudable efforts untried to render the College second to no Institution in the State, nor indeed, if possible, to any one in the whole land. And in this work you will no doubt be glad to co-operate with others, engaged in similar labors.

I have no fears, that, in your efforts to secure material aid, to advance your enterprise, you will seek any undeserved and unequal assistance from the Legislature, or from any other source. You will, I am confident, turn no covetous eyes towards the million of acres of lands belonging to the State, for any inordinate appropriation to your special use while others are overlooked. Public opinion indeed, points most decidedly to an appropriation of those lands for educational purposes; and indications are equally strong, in favor of giving no small share of them for the encouragement of Colleges, and the higher schools of the State; but it would be manifestly unjust for us, although we may have been longest in the field, and have assisted

in educating so large a number of students, to seek for more than an equitable share of what is really the common property of all. Such a course on our part, would, if successful, provoke the jealousy of the other Institutions, and rouse the indignation of the whole people.

But petitions to the Legislature for a generous grant from the avails of the swamp lands, to all the Institutions really deserving aid, made on general American principles, would undoubtedly be received by that honorable body with all the attention and consideration which they deserve. The friends of the several Colleges already organized, are too numerous to be overlooked, by those who desire the greatest good of the greatest number. They will undoubtedly be liberal in their aid, to those who are themselves ready to make sacrifices for the educational interests of the people.

Such timely encouragement extended to ourselves, would not be the less grateful to us, nor the less conducive to the public good, because shared with others.

All of which is respectfully submitted.

JAMES A. B. STONE,
President of Kalamazoo College.

January 1, 1857.

KALAMAZOO COLLEGE, Jan. 14th, 1858.

To the Hon. Ira Mayhew, Sup't of Public Instruction :

DEAR SIR:—I send you herewith the Annual Report of our Institution. The College is organized under four Departments: Male Collegiate, Female Collegiate, Male Preparatory, Female Preparatory.

The whole number of Teachers and Professors is 14.

Male Collegiate—Number of Students,.....	32
Female Collegiate, “ “ “	96

Male Preparatory, " " "	168
Female Preparatory, " " "	109

Whole number for year ending Jan., 1858,.... 405

Amount of Permanent Fund,.....	\$23,750 00
Available Subscriptions,.....	2,000 00
Real Estate,.....	9,000 00
Buildings,	15,000 00
Subscriptions and Materials for Buildings,.....	5,000 00
Library, Apparatus and Fixtures,.....	2,500

Total Assets,.....\$57,250 00

Annual Income, about.....	\$5,000 00
Annual Expenditures, about.....	<u>6,000 00</u>

Our annual Catalogue is not yet published, but will be out in a few days. I send you one of last year. I also send you a plan under discussion by the Trustees, which supposes two or three Departments to be organized which are not now in operation.

I am, Sir, respectfully yours,

J. A. B. STONE,

Hon. IRA MAYHEW.

President.

Memorial to the Board of Trustees of Kalamazoo College.

GENTLEMEN:—It appears to me exceedingly important, not only to so arrange our financial affairs as to promptly meet all pecuniary liabilities during these few years, while we are in a formative state, and the work of endowment is in progress, but also to furnish more definite information to all interested, concerning the extent of the work we propose to accomplish; and to keep our Plan before the public, until they learn more of the greatness of the enterprise and the probability of its success.

This Plan should not be so vast and so complex as to be unwieldy, nor so expensive as to be beyond the available resources of the Trustees. It must, however, be sufficiently ample to meet the wants of the community, of the various classes of youth to be educated; and may properly embrace more Departments than would be otherwise expedient, because some of these Departments will afford sufficient income for their own support, and yet be collateral helps to the Institution.

The Plan which I beg leave to suggest, is one that has been revolved in the minds of some of our number for years, but may undoubtedly be much improved by the combined wisdom of the Trustees. It embraces six distinct Departments of teaching; and would require for its complete development not less than seven buildings, and about thirty Teachers, or probably a smaller number, because one Teacher might, in some cases, fill a place in two Departments.

OUTLINES OF THE PLAN.

The Preparatory Department, or Gymnasium, requiring one building, two stories, 60 by 50, costing about six thousand dollars, to be situated west of the Territorial road, near the end of South Street, and for which appropriation has already been made of the income arising from the sale of lots lying south of Lovell Street. The number of Teachers to be four,—two male, and two female,—to be open to the youth of both sexes; with a three years course of study, designed to prepare them for entering the Male and Female Colleges, and embracing no study which is taught in any other Department of the Institution, and nothing beyond what is required to enter College.

THE COLLEGE PROPER.

The College Proper, requiring two buildings, one of which is already erected; the other to be about half the

size of the present building, containing public rooms, library, apparatus, &c., and to cost about ten thousand dollars; the two buildings furnishing dormitory, and other accommodations for over one hundred young men. The number of Professors and Lecturers to be eight, with the usual four years college course. No study to be pursued here, and no class formed, which is not in the regular course; but students from other departments—as for instance, from the Female College,—might be allowed to recite with either of the four classes, but without being considered regular members of the department.

THE FEMALE COLLEGE.

Six Teachers and a four years course of study; differing somewhat from that in the male College, embracing more of Modern, and less of Ancient Languages; also is a fuller course of History and English Literature. Nothing to be taught except what is in the prescribed course, though Normal scholars and others, when prepared, might recite with any of these classes without being members of the Department. Two buildings will be required; one, now in process of erection, 90 by 54, and three stories high, devoted exclusively to public rooms. The second to be the east wing of the first, and about the same dimensions; to be used for dormitories, boarding, &c., giving those young ladies who prefer it an opportunity to render some assistance in domestic affairs, and thus lessen the expense of board.

ACADEMY OF FINE ARTS.

Six Teachers; embracing a course of Music, vocal and instrumental, Drawing, Painting, Designing, &c. The character and extent of this Department, would depend upon the public demand for the branches taught, as the support of the teachers must be derived entirely from the tuition. One building, viz:—the west wing of the Female College edifice, according to the plan of buildings already

adopted by the Trustees, to be used for the public rooms of the Academy, and for dormitories for pupils either in the academy, or in the Female College.

NORMAL SCHOOL.

Four Teachers ; being those who are connected with some of the other Departments—two male and two female. A two years course, having two not very long sessions each year—Spring and Autumn—with lectures and such studies and exercises as have a more particular connection with the art and the business of teaching. Most of the studies required to prepare teachers for their work can be pursued in the other departments ; but a regular normal course, embracing general reviews, will be maintained here. One half of the two story building will be sufficient, similar to the one used by the Gymnasium, and located near it, or on the brow of the hill south of Lovell street.

POLYTECHNIC SCHOOL.

Occupying the other half of the Normal School building and intended for those who wish to take a partial course, but perhaps to pursue certain studies to a considerable extent, as Surveying, Engineering, Natural History, Commercial Studies, &c. Requiring four Professors, and charging more Tuition than in the other Departments, because the studies would be more eclectic and miscellaneous.

Probably ten of the Teachers above specified could be employed in two Departments, thus materially lessening the expense. To put the six Departments in operation would require, for the buildings and support of Teachers, over and above our present funds, tuition, and other resources, the whole 100,000 dollars already voted ; and commenced as an Endowment Fund. To fully endow and make complete the whole system, would need a still larger sum.

All of which is respectfully submitted.

JAMES A. B. STONE,

Kalamazoo College, Dec., 1857.

President.

KALAMAZOO THEOLOGICAL SEMINARY.

KALAMAZOO THEOLOGICAL SEMINARY, }
 December 26, 1856. }

Hon. Ira Mayhew, Superintendent Public Instruction:

DEAR SIR:—It has been suggested that we should report the Theological Seminary to your Department. We have no President, but by vote of the Faculty I send you this Report.

Our property is as follows:

Buildings and Real-Estate, about	\$20,000 00
Fund for Professorships,	20,000 00
Library and Fixtures,	2,000 00
	<hr/>
	\$42,000 00

We have no Tuition. Some current income from contributions. I send our last Catalogue.

D. PUTNAM,

Sec'y Faculty.

From the Catalogue accompanying the preceding Report, we glean the following information pertaining to this Institution:

COURSE OF STUDY.

First Year.—The course, for this year, consists in a selection from the College course of such studies as have an immediate connection with the Theological studies of the last two years. It also embraces Natural Theology, Evidences of Christianity, Study of the Septuagint, and the Elements of Hebrew. No separate class has been organized, the present year, to pursue these studies; but those who have generally recited in this Department, are now pursuing the same studies in the several College classes.

Those who have taken a regular College course, after studying the elements of the Hebrew Language, are admitted, at once, to the second year.

Second Year.—Biblical Archeology and Chronology; Lectures on the Origin and History of the Old and New Testament Canon; Genuineness, Authenticity, and Inspiration of the Scriptures; Principles of Interpretation; Hebrew Language and Literature; Harmony of the Gospels; Ecclesiastical History; with Essays and Exegetical Exercises through the year.

Third Year.—Lectures on Systematic Theology; Lectures on Pastoral Duties and Church Government; Interpretation of portions of the Old Testament; Interpretation of the whole New Testament, finished; Sacred Rhetoric, including the Structure and Delivery of Sermons; and frequent exercises in the Analysis of Texts, and in the Composition and Analysis of Sermons.

GENERAL REMARKS.

The Kalamazoo Theological Seminary, under the direction of the Baptist Convention of the State of Michigan, is situated on the great thoroughfare between the East and the West, and is very accessible from all the neighboring States. The location is healthy, and one of uncommon beauty, and where the necessary expenses of Students are as moderate as in any similar Institution.

It is the design of its founders to assist in training up an efficient and pious Ministry for our own, and for other lands.

The course of Studies pursued is eminently Biblical—those having charge of the Seminary believing that the Bible, and such studies as directly assist us in understanding its meaning and its application to the wants of a perishing world, are of paramount importance to the rising Ministry.

There are two Societies in this Institution: "The Missionary Society Inquiry," and "The Sherwood Rhetorical Society," with the latter of which, is connected a well supplied Reading-Room. The use of the Library is free to

all candidates for the Ministry, and to other students under certain restrictions.

EXPENSES.

Tuition in the Theological Department is gratuitous.

Room Rent,.....\$6 per annum.

Incidental Expenses, about..... 2 “ “

Board can be obtained in good families, at places conveniently near the Seminary, at a reasonable rate.

CALENDAR.

The first term will commence August 28th, and continue twenty weeks.

The second term will commence January 29th, and continue twenty weeks.

The annual examination will be held during the week preceding the anniversary.

The anniversary exercises will occur on the Wednesday preceding the last Wednesday in June.

HILLSDALE COLLEGE.

This Report was handed in to the Superintendent of Public Instruction, at his office in Lansing, the 22d of January, 1858, by the President of the College:

This Institution is located at Hillsdale. The College building is 262 feet in length, and from 40 to 60 feet in width, and four stories high above the basement. It comprises over twenty public rooms, and one hundred and ten private rooms—sufficient for accommodating two hundred and twenty students. The building also affords boarding accommodations for two hundred and fifty.

The College is open to students of both sexes; and embraces in its range of studies, the Regular College Course, the Scientific Course, and an Eclectic Course for the Female Department.

The Institution has been in operation for two years. The number of students during the first year was *four hundred and ninety-five*. During the second year, *five hundred and eighty*. Of these last, three hundred and forty-five were males, and two hundred and thirty-five were females.

No student is admitted under fourteen years of age, without special permission.

FACULTY.

Hon. EDMUND B. FAIRFIELD, LL. D., President.

Rev. RANSOM DUNN, Professor of Mental and Moral Philosophy, and Natural Theology.

Rev. CHARLES H. CHURCHILL, A. M., Professor of Latin and French Languages.

Rev. HENRY E. WHIPPLE, A. M., Professor of Rhetoric, English Literature and History.

SIDNEY J. FOWLER, A. M., Professor of Mathematics and Natural Philosophy.

GEORGE S. BRADLEY, Tutor.

Miss DELIA R. WHIPPLE, Principal of the Female Department.

Miss L. R. MORSE, Teacher of Painting and Drawing.

Miss ALZOA N. WILBUR, Teacher of Instrumental Music.

Assistant Teachers.—Mr. Edward A. Gilman, Mr. Frank Douglass, Miss Eliza A. Carr, Mrs. Lydia R. Linsley.

The property of the College is valued as follows:

Building and Fixtures,	\$50,000 00
Funds Invested,	70,000 00
Chemical and Natural Philosophy Apparatus, . . .	1,200 00
Library,	500 00
	<hr/>
	\$121,700 00
	<hr/>

EXPENSES.

Tuition—\$20 a year. Scholarships may ordinarily be obtained, so as to reduce this to \$10 or \$12.

Room Rent—\$6 to \$9. Rooms are furnished with stove, bedstead, table, chairs, and wardrobe or closet.

Incidental Expenses—\$2 to \$3 a year.

Board—(In College Hall) \$1 50 per week. With tea and coffee, \$1 75. Board in private families, (room, furniture and fuel included,) \$2 a week.

The Academical Year is divided into three Terms, as follows:

The Fall Term begins on the Second Wednesday of August. The Spring Term on the Second Wednesday of February. The Summer Term on the Second Wednesday of May. Each Term continues thirteen weeks.

The Commencement Exercises occur on the Second Wednesday of August.

This arrangement affords the opportunity, which so many students desire, of teaching during the winter, with little, if any embarrassment to their Regular Course of study.

WESLEYAN SEMINARY AND ALBION FEMALE
COLLEGE.

WESLEYAN SEMINARY AND ALBION FEMALE }
COLLEGIATE INSTITUTE,
Albion, Mich., December 25th, 1856. }

HON. IRA MAYHEW, *Superintendent of Public Instruction:*

SIR—I have the honor of transmitting herewith a report of the "Wesleyan Seminary and Albion Female Collegiate Institute," for the Academic year 1855-6.

Very respectfully, your ob't servant,

THOS. H. SINEX,

President.

FACULTY.

Rev. Thomas H. Sinex, A. M., President, and Professor of Moral Philosophy and Political Economy.

Rev. Norman Abbott, A. M., Professor of Mathematics.

Rev. Carmi C. Olds, A. M., Professor of Natural Sciences.

F. R. Williams, Professor of Ancient Languages.

Miss Aurora E. H. Thompson, Principal of Female Department and Teacher of French and Fine Arts.

Miss Helen C. Norris, Miss Jane N. Thompson, Assistant Teachers.

Mrs. Lydia F. Graves, Teacher of Instrumental Music.

NUMBER OF STUDENTS.

College.

Resident Graduate,.....	1	
Undergraduates,	60	
Preparatory Class,	38	
	—	99

Seminary.

Ladies,	93	
Gentlemen,	142	
	—	235
		<u>334</u>

DEPARTMENT OF STUDY.

1st. Mental and Moral Science.

2d. Natural Science.

3d. Mathematics.

4th. Modern Languages.

5th. Belles Letters.

6th. English Literature.

7th. Fine Arts.

8th. Ancient Languages.

COURSE OF STUDY.

*College Course—Junior Class.**First Term.*

Aids to English Composition; Practical Book Keeping;
Elementary Algebra; Analysis of Language.

Second Term.

Universal History; Ancient Geography; Natural Philosophy; Algebra, Bourdon, begun.

Third Term.

Anatomy and Physiology; Natural History; Algebra, Bourdon, completed; History, completed.

Middle Class—First Term.

Rhetoric; Chemistry, begun; Geometry, begun; Geography of the Heavens.

Second Term.

Geometry, completed; Trigonometry, Plane and Spherical; Chemistry, completed; Mental Philosophy begun.

Third Term.

Logic; Mental Philosophy, completed; Botany, begun; Review of studies for the year.

Senior Class—First Term.

Astronomy; Botany, completed; Political Economy; Moral Science.

Second Term.

Elements of Criticism; Evidences of Christianity; Natural Theology; Poetry.

Third Term.

Analogy of Religion; Geology; Mineralogy; Review of studies for the year.

SEMINARY COURSE.

First Term.

Mental Arithmetic; Elocution; Rhetoric; Geometry,

begun ; Geography of the Heavens ; Book Keeping ; Botany ; Astronomy ; Political Economy ; Govermental Instructor.

Second Term.

English Composition ; Analysis of Words ; Ancient Geography ; Universal History ; Geometry, completed ; Trigonometry ; Mental Philosophy ; Elements of Criticism ; Evidence of Christianity ; Natural Theology.

Third Term.

Modern Geography ; History of United States ; Surveying and Navigation ; Mental Philosophy ; Logic ; Agricultural Chemistry ; Animal Chemistry ; Analogy of Religion ; Geology ; Mineralgy.

Every Term.

English Grammar ; Analysis of Language ; Written Arithmetic ; Higher Arithmetic ; Elementary Algebra ; Higher Algebra ; Anatomy and Physiology ; Natural Philosophy ; Chemistry ; Drawing, Painting and Music.

Text Books.

MENTAL AND MORAL SCIENCE.

Mental Philosophy, Upham or Wayland ; Moral Philosophy, Wayland ; Evidences of Christianity, Paley and Larabee ; Analogy of Religion, Butler ; Natural Theology, Paley ; Political Economy, Wayland.

NATURAL SCIENCE.

Chemistry, Silliman ; Agricultural Chemistry, Johnson and Fox ; Animal Chemistry, Liebig ; Chemical Analysis, Fresenius ; Geology, Hitchcock ; Mineralogy, Dana ; Physiology, Comings ; Zoology, Agassiz and Gould ; Philosophy, Parker ; Geography of the Heavens, Burritt ; Botany, Wood's ; History, Smellie.

MATHEMATICS.

Elementary Arithmetic, Perkins ; Higher Arithmetic,

Perkins; Elementary Algebra, Todd; Higher Algebra, Davies' Bourdon; Geometry, Davies' Legendre; Trigonometry, Davies; Astronomy, McIntire; Surveying, Davies; Analytical Geometry, Davies; Book Keeping, Mayhew. *

MODERN LANGUAGES.

French.

Grammar, Fasquelle; Reader, Fasquelle; Napoleon, Fasquelle; La Henriade, Paris Edition; Classical Reader, De Fivas; Corinne, Madame De Stael; Racine, Paris Edition; Dictionary, Boyer or Surene.

German.

Grammar, Woodbury's New Method; Reader, Woodbury; Schiller's Wilhelm Tell, Oelschlager; Goethe; Dictionary, Adler.

BELLES LETTERS.

Rhetoric, Newman; Elements of Criticism, Kames; Composition, Parker's Aids; Logic, Hedge and Lrue.

PRIMARY ENGLISH.

Reading, Parker; Orthography, Wright and Comstock; Geography, Smith; Analysis of Words, Town; Dictionary, Webster; Analysis of Language, Welch; Penmanship, Spencer and Rice; Grammar, Clark; Universal History, Wilson; Elocution, Comstock.

FINE ARTS.

In this Department are included Instrumental Music, Painting in Oil and Water Colors, Monochromated Painting, Drawing, Embroidery, &c.

ANCIENT LANGUAGES.

Latin.

McClintock's First Book; Caesar's Commentaries; Oicero's Select Orations; Virgil's Æneid; Livy; Cicero de Senetute et de; Amicitia; Horace; Tacitus; Arnold's Prose Composition.

Greek.

McClintock's First Book ; McClintock's Second Book ; Xenophon's Anabasis ; Thucydides ; Homer's Iliad ; Boise's Prose Composition ; Ancient Geography ; Exercises in Prosody.

The Academic Year is divided into three Terms ; the First and Second, fourteen weeks each, and the Third, twelve weeks.

There are two Examinations during the year, occurring at the close of the Second and Third Terms.

The Annual Exhibition is held in the Chapel, at the close of the Second Term.

The Annual Commencement is held in the Chapel, at the close of the Third Term.

The Institution is well furnished with suitable Apparatus in the Departments of Chemistry, Philosophy and Astronomy. It has also a respectable Cabinet of Minerals.

The Library of the Institution consists of about 1,000 volumes.

The Reading-Room is furnished with Periodicals and Papers from many of the principal cities of the Union, and with the leading American and Foreign Reviews.

The Buildings and Grounds of the Institution are amply sufficient for the accommodation and pleasure of the Students. The location is healthy and pleasant, and every facility afforded for thorough advancement in the prescribed course of study.

MICHIGAN UNION COLLEGE.

MICHIGAN UNION COLLEGE, }
Leoni, Oct. 22, 1856. }

To Hon. Ira Mayhew, Sup't of Public Instruction:

DEAR SIR:—Below, please find an exhibit of the Finances, and of such other matters pertaining to Michigan Union College, as are called for in your Circular of May 15, 1856, and required by the Laws of the State to be returned yearly to your office.

Report for the year commencing June 17, 1855, and ending June 18th, 1856:

ASSETS.

Buildings and Furniture,.....	\$ 8,750 00
Eight Acres of Land,.....	1,600 00
Scholarship Notes, (bearing interest 6, 7 and 10 per cent.,).....	20,283 63
Bonds on the Kal. and G. R. Plank-Road Co.,...	5,000 00
Stock in Magnetic Copper Mines, L. S.,.....	1,200 00
Bills Receivable—Sundry Notes,.....	980 00
Sundry Subscriptions,.....	1,800 00
	<hr/>
	\$39,613 63
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LIABILITIES.

Bills Payable, Book-Accounts, &c.,.....	\$9,348 79
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RECEIPTS.

Collections by Agencies, in Plank-Road Stock, Cash, &c.,.....	\$8,137 00
Collections on Scholarship Notes,.....	1,659 19
Tuition, Incidental Expenses, Room Rent, &c.,...	901 00
	<hr/>
	\$10,697 19
	<hr/>

NUMBER OF TEACHERS.

One President and Professor of Latin and Greek—L. Hand.

One Professor of Mathematics and Natural Philosophy—
J. McEldowney.

" Professor of Modern Languages and Literature—Miss
A. Weston.

" Principal of Female Department—Miss C. P. Butler.

" Teacher of Instrumental Music—Miss A. Warren.

" " Vocal Music—Mr. C. F. Kimball.

Two Assistant Teachers, (one Male and one Female,) Mr.
D. S. Kinney and Miss A. Rowe.

The several Professors and Teachers unite in the charge
of the Preparatory Department.

Of the Board of Instruction, four are Male, and four
Female.

NUMBER OF STUDENTS.

The College Year is divided into three Terms.

The first commencing Aug. 15, 1855—in attendance, . . 140

" second " Nov. 28, 1855, " " . . 152

" third " March 12, 1856, " " . . 155

During the year, whole number, Gentlemen, 161

" " " " Ladies, 162

In the Preparatory Department. 304. Freshman Class,
19—Gentlemen, 15; Ladies, 4.

LIST OF STUDIES AND TEXT BOOKS FOR THE PREPARATORY DEPARTMENT.

Orthography, Wright's; Reading, Mandeville and Putnam's Elocution; Grammar, Weld's and Clarke's; Geography, Carnell's Series; Mental Arithmetic, Watson's; Practical Arithmetic, Thompson's; High Arithmetic, Thompson's; Algebra, Davies'; Philosophy, Parker's; Physiology, Cutter and Comings'; Chemistry, Youman's; Book-Keeping, Crittenden's; History, Arnold and Putz's Series; Latin, McClintock and Crook's 1st and 2d Book; Greek, McClintock and Crook's 1st and 2d Book; French, Fasquelle.

Writing, Phonography and Ornamental Branches are taught by special arrangement.

For Text Books and Course of Study of College Classes, see Catalogue, pages 18—20.

TERMS OF TUITION.

In the establishment of a school in this place, under the charter of the Leoni Theological Institute, a large number of perpetual Scholarships were sold at \$25 each, and subsequently at \$50 each. By arrangement with the Trustees of the Institute, the College at present grants Tuition without additional charge on these Scholarships. A limited number of perpetual Scholarships have been sold by the Trustees of the College, on which Tuition is also granted. The greater number of Students in attendance, are registered upon these Scholarships.

Where they do not thus enter, Tuition in the Preparatory Department is \$4 per Term, 14 weeks. Tuition in the College Department is \$5 per Term, 14 weeks.

Music and Ornamental Branches, additional charge.

The above contains the Report of items referred to in your Circular. If it be not sufficiently explicit, or if there are other matters which ought to be reported, it will give me pleasure to reply to any questions you may ask additional. I have not reported the number of Scholars taught in each class, because we did not preserve the Roll of Members from Term to Term. This will be corrected, so far as possible, in the future.

All of which is submitted.

Yours, most respectfully,

JOHN McELDOWNEY,

Secretary of the Board of Trustees.

Accompanying this Report was a printed Catalogue, containing a statement of the name of each Trustee, Officer, Teacher and Student of the Institution for the past year.

OLIVET INSTITUTE.

To the Superintendent of Public Instruction :

SIR—The Trustees of Olivet Institute submit the following report of its literary and financial condition :

The number of pupils in attendance during the year ending April 12th, was one hundred and forty-three—a number considerably less than during the several preceding years. This difference is known to have resulted in great measure from the reverses in the money market and the failure of crops, which pressed heavily upon the farming population from which our pupils are mostly derived. The number in attendance the present term is about one hundred and twenty.

Although the Institute has no permanent endowment, its operations have thus far been carried on without incurring any embarrassing debts, a few hundred dollars being the largest liability ever incurred beyond their resources immediately available. Two commodious buildings are now in use, furnishing a Chapel, several recitation rooms, library room, and dormitories for about forty young men. The female department has hitherto had no building for its accommodation, the young ladies having been all distributed in private families; but a substantial brick building, 50 by 84 feet, four stories, is now in process of erection and will probably be ready for occupancy by the opening of the next Fall Term. Funds for this purpose, to the amount of \$11,000, have been obtained in reliable subscriptions, a part of which has already been paid in. The saleable real estate held by the Trustees is estimated at between \$1,200 and \$1,500.

Instruction has been given during the year in all the common branches of education; in Physiology and Chemistry; in Greek, Latin, French, and the higher branches of Mathematics; and in Book Keeping, Penmanship, and

Instrumental Music. Four Instructors have been employed most of the year.

The course of study is liberal and extensive, including all the branches usually embraced in a College course.

The first seven weeks of the Fall Term, each year, is devoted specially, though not exclusively to the training of a *Teachers' Class*, giving a *thorough* review of all the branches usually taught in common and select schools, together with a course of practical lectures on topics connected with the teacher's profession. The design is, as far as the nature of the case will admit, to make it a *Teachers' Institute of seven weeks duration*. A large number of teachers annually avail themselves of the advantages thus afforded, to fit themselves for their work.

No pains will be spared to make the Institute a thorough and efficient instrumentality in the work of education.

E. N. BARTLETT,

Secretary.

Olivet, Oct., 1856.

MICHIGAN FEMALE COLLEGE.

Hon. Fra Maykew, Sup't Public Instruction:

SIR:—The Founders and Trustees of the Michigan Female College, located at Lansing, Michigan, beg leave to submit a brief statement of its prospects, and the facilities offered by its course of study and discipline to such young Ladies as may desire to avail themselves of the advantages of a thorough and substantial education.

In its establishment they have aimed at supplying a want long felt by the educational interests of the State, which, while it has provided with a munificent hand for the liberal education of its sons within the Halls of its richly endowed University, has withheld from its daughters cor-

responding advantages,* and left them to seek mental culture in private Academies and Seminaries, in which the Course of Instruction is necessarily limited, and too often extremely superficial. With this object in view, and aided by the advice of the most experienced Teachers in the State, they have adopted a Course of Study commensurate with that ordinarily pursued in our Colleges.

Every possible effort will be made to secure the most competent Instructors, and to raise the standard of scholarship, while at the same time no pains will be spared to surround the members of the Institution with all the advantages of a refined and elegant home, where the taste will be cultivated, and the moral sentiments and the affections developed and trained in harmony with the development and training of the intellect.

One large four-story brick building is already completed, and it is confidently hoped that the liberality of the friends of education will secure the carrying out of the entire plan at the earliest possible day. Elmira Female College chronicles among its donations the munificent gift of fourteen thousand dollars from one individual, and many Colleges for young men have received much larger sums from private beneficence, nor can it be doubted that there are men in Michigan who will yet glory in devoting a portion of the wealth with which God has blessed them, to do for Female Education what the State has failed in its duty to accomplish. More than \$15,000, exclusive of the grounds, (twenty acres,) has been already expended in Building, Furniture, Musical Instruments, Apparatus, &c.; and nearly \$6,000 of the original subscription is yet unappropriated.

A citizen of Lansing, who has already subscribed \$2,500, has volunteered another \$1,000, provided \$20,000 can be secured in like sums.

*For the views of the Superintendent of Public Instruction on this subject, see pp. 27 to 34, of this volume.

An effort will be made during the coming year to raise the funds necessary to complete the original design, and thus secure to young Ladies, through all time, facilities for acquiring a thorough Scientific and Classical Education.

The Course of Instruction will include Music, Drawing and Painting, for those Students who may wish to acquire these Ornamental Branches. Young Ladies who do not desire to become candidates for a Degree, will be admitted to any classes in which they can satisfactorily sustain themselves.

A Department, under the direct supervision of the authorities of the College, will prepare girls and boys for a Collegiate Course.

COLLEGE COURSE.

Young Ladies applying for admission to the Classical Course, will be required to pass an examination in the following preparatory studies: Arithmetic, (Stoddard's); Algebra, (through the sixth chapter of Davies' Bourdon); English Grammar, (Welch's Analysis); Geography; Physiology; History of United States; Andrews & Stoddard's Latin Grammar; Arnold's First Latin Book, (Harkness edition); Arnold's Latin Prose Composition, (through forty exercises); Cornelius Nepos or Q. Curtius; Cæsar, and Cicero's Select Orations; Kuhner's Elementary Greek Grammar; Xenophon's Anabasis, (Boise's edition) to the Fourth Book; and Arnold's Greek Prose Composition.

In the Scientific Course, candidates for admission will be examined in all the studies preparatory to the Classical Department, except the Latin and Greek. Fifty Exercises in Fasquelle's French Method, the Regular Verbs; and fifty Exercises in Woodbury's German Method will also be required.

CLASSICAL COURSE.

First Year—First Term.

Algebra; Latin Prose Composition finished; Cicero de

Amicitia; Greek Testament; Boise's Greek Prose Composition.

Second Term.

Geometry, (Davies' Legendre); Æneid; Latin Prosody; Xenophon's Anabasis, (at the Fourth Book.)

Second Year—First Term.

Trigonometry and Analytical Geometry; Horace; Latin Prosody; Homer's Iliad; Smith's History of Greece, with Geography.

Second Term.

Botany; Sallust or Livy; Thucydides; Roman History and Geography.

Third Year—First Term.

French; Rhetoric; Tacitus; Roman History and Geography.

Second Term.

Demosthenes' Oration on the Crown, or Plato's Apology of Socrates; French; Astronomy; Geology.

Fourth Year—First Term.

Mental and Moral Philosophy; Natural Philosophy; Logic.

Second Term.

Butler's Analogy; Chemistry; Political Economy, or Science of Government.

SCIENTIFIC COURSE.

First Year—First Term.

Algebra; French and German; English Language and Literature; History.

Second Term.

Geometry; History; English Language and Literature; French and German.

Second Year—First Term.

Trigonometry and Analytical Geometry; Rhetoric;
Logic; History: French and German.

Second Term.

Botany; History; Natural History; French and German.

Third Year—First Term.

Natural Philosophy; Chemistry and Mineralogy; French
and German; History.

Second Term.

History; Geology; Zoology and Botany; French and
German.

Fourth Year—First Term.

Mental and Moral Philosophy; History; French and
German.

Second Term.

Butler's Analogy; History; Political Economy, or Sci-
ence of Government; French and German.

The study of the Holy Scriptures will form a regular
part of the whole Course, both Preparatory and Collegiate.

The Text-Books named, are those which are used in the
Institution, but an equivalent amount of knowledge is all
that will be required of candidates for admission.

The entire expense of Board, including Fuel, Lights, &c., for the College year of forty weeks, is.....		\$130 00
Tuition in the Preparatory Department, for Eng- lish Branches, per term,.....		10 00
Tuition in the Preparatory Department, for each of the Languages, per term,.....		4 00
Tuition in the College Department, per term,....		18 00
“ “ Drawing, per term,.....		4 00
“ “ Painting in Oil Colors, per term,.....		16 00
“ on Piano or Guitar, per term,.....		20 00
Use of Instrument, per term.....		5 00

The only extra charge will be twenty cents per dozen for washing.

Young Ladies are expected to furnish their own towels, table-napkins, napkin-rings and forks, and will be required to provide themselves with *umbrellas* and *overshoes*.

A deduction of twenty-five per cent. will be made to Clergymen, and a liberal discount allowed to those who pay for the whole year in advance.

The year is divided into two Terms of twenty weeks each, and it is extremely desirable that no pupil enter for less than a Term, although every possible accommodation will be extended to those who wish to teach.

The Fall and Winter Term will open upon the 22d of September. There will be a vacation from the Thursday before Christmas to the Tuesday after New Year's, and no other till the end of the year.

The requisite amount of capital is already secured, and the necessary steps taken for immediate incorporation under the following

BOARD OF TRUSTEES.

Hon. Horatio Seymour, Utica, N. Y.; Hon. Moses H. Grinnell, New York; T. S. Weddle, Esq., W. H. Rogers, Esq., Rochester, N. Y.; Col. L. D. Coman, New York; E. B. Ward, Esq., Hon. S. Conant, J. Owen, Esq., H. P. Baldwin, Esq., Hon. R. McClelland, Hon. Z. Chandler, Detroit, Mich.; A. N. Hart, Esq., Lapeer, Mich.; Wirt Dexter, Esq., Chicago, Ill.; Hon. James Seymour, Flushing, Mich.; M. McRoberts, M. D., Mason, Mich.; Hon. J. E. Beebe, Jackson, Mich.; Hon. C. Joslin, B. Follett, Esq., Ypsilanti, Mich.; Hon. Whitney Jones, D. L. Case, Esq., H. H. Smith, Esq., J. C. Bailey, Esq., James Turner, Esq., J. W. Longyear, Esq., F. La Rue, Esq., Lansing, Mich.; Hon. C. N. Beecher, Flint, Mich.

MISS A. C. ROGERS, *Principal*.

Lansing. August 20, 1858.

REPORT OF THE BOARD OF VISITORS.

To the Hon. IRA MAYHEW, *Supt. Public Instruction* :

The Board of Visitors appointed by you, for the Michigan Female College, now under the care of the Misses Rogers, beg leave to submit to you the following report.

The number of scholars in attendance during the last year is 107.

They have pursued the following studies: English Grammar; Analysis of English Sentence; Civil and Physical Geography; History of United States; General History; Mental, Practical and Philosophical Arithmetic; First Lessons in Algebra, and Davies' Bourdon; Geometry; Trigonometry; Natural Philosophy; Botany; Physiology Uranography; French; German; Latin; Milton; Bible.

Your Board were present at the annual examination in these studies, and are happy to be able to say that it was highly creditable to both students and teachers. The manner of the examination convinced the Board that no particular portion of the text books had been assigned to the students on which to prepare themselves, in order that they might "show off well,"—and the readiness and correctness of the answers given to the questions propounded by the teachers, and the thoughtfulness with which those answers were given, proved that the students had made themselves thoroughly acquainted with the branches of study they had pursued as far they had pursued them; that they had not merely memorized, but had mastered the principles of their text books. It is evident to your Board, that the teachers have aimed in their instructions, at thoughtfulness rather than rapidity, to make sound rather than showy scholars.

The examination and the exhibition at its close, furnished evidence that the young ladies of the Institution had been instructed that they were not to receive the ideas and theories advanced by their teachers and the authors they studied, merely because they were advanced, but that they

should examine for themselves and see if the things they learned were true; thus fitting them, in their future studies and observations, to select from the mixed literature and conflicting theories of the day, only such principles in morals and science as are well based.

The Misses Rogers are now moving into their new building, which, although but a wing of the edifice projected, is large and commodious, having four stories and furnishing good sized study-rooms for over 20 scholars, and a school room large enough for some hundreds of "day scholars."

We cannot but admire and commend the energy, tact and perseverance of these ladies, in carrying on to completion, this wing, at an expense of some \$15,000, during the severe financial crisis from which the country is even now but slowly recovering. We think there are but few *men* that would have accomplished so much in such times.

We hope they may be able speedily to complete the entire building as projected. We learn from them that the prospects for the present college year are very flattering. That the 1st term will probably commence with 5 in the senior class, 15 in the freshman, and about 60 in the preparatory department, and that they have encouragement that the number will be greatly increased during the year.

We understand the arrangements which are made for the accommodation of young ladies who may desire to board with the Principals, are ample, and we do not hesitate to say that we know of no similar institution where the triple nature, the physical, intellectual and moral, will be likely to be more thoroughly cared for, or more harmoniously developed, than in this, under the supervision of its present efficient corps of teachers. We therefore cheerfully recommend it to the patronage of the public

EZRA JONES,
DANIEL L. CASE.

Lansing, Aug. 12, 1858.

YOUNG LADIES' SEMINARY OF MONROE.

YOUNG LADIES' SEMINARY, }
 Monroe, Nov. 29, 1856. }

Hon. Ira Mayhew, Sup't Public Instruction :

DEAR SIR:—According to the request of your Circular, and also the provision of the Laws of 1839, I forward to you an Annual Report of the ' Young Ladies' Seminary, of Monroe, Mich."

This Institution was incorporated during the winter of 1849, and went at once into operation. It opened with about 50 pupils, and has from that time continued to advance in the number of its pupils, and in the standard of education, until the present time.

During the past year there were over 130 pupils, boarding and day scholars, from eight different States of the Union, together with Canada.

It has graduated, in the five past years, 30 pupils, who have gone through the entire Course of the Academic and Collegiate Departments,—each of the graduates being members of the Institution from two to six years,—most of whom are engaged as teachers. Some are Principals and Instructors in the most flourishing Seminaries in the West.

The amount of property owned by the Institution, both real and personal, is over \$10,000. The income from Tuition is about \$4,000 per year.

The following are Trustees :

Hon. D. A. Noble, <i>President</i> ,	Hon. D. S. Bacon,
Chas. G. Johnson, <i>Sec'y</i> ,	Wed. W. Clark, Esq.,
Wm. H. Boyd, <i>Treas'r</i> ,	Geo. Landon, M. D.,
Hon. R. McClelland,	Hon. E. G. Morton,
N. R. Haskell, Esq.,	Chris. Brucker, Esq.,
Hon. J. G. Thurber,	James Armitage, Esq.,
Thomas G. Cole, Esq.,	Hon. Chas. Noble,
S. R. Arnold, M. D.,	J. C. Cole, Esq.

The Faculty of the Institution are :

E. J. Boyd, A. M., Principal and Professor of Mental and Moral Philosophy.

Mrs. S. C. Boyd, Principal and Instructor in Literary, Social and Moral Duties.

Herr C. C. C. Zeus, Prof. of Music, Painting, &c.

Rev. C. T. Diehle, Dr. Phil., Prof. of Modern and French Languages.

Miss F. E. Babbitt, Instructor of Math. and Astronomy.

Miss Mary E. Dickinson, Instructor in Rhetoric and Geology.

Miss Mary C. Moore, Instructor in Math. and English.

Miss Hattie Walter, Instructor in English.

EXPENSES.

For Board and Tuition, Rooms fully furnished, Fuel, Lights, with the use of the Gymnasium, \$50 per Term. Three Terms per year.

Tuition, per Term, for day pupils in English, \$7. Tuition in the Department of Fine Arts and Languages, extra.

Pupils, after having passed through the Academic Department, receive four years of thorough training in the College Course, before they are entitled to a Diploma.

It is the intention of the Institution to give to our young Ladies as complete and thorough mental training as that which young Gentlemen obtain in our Colleges. And in addition to this, a cultivated and refined taste, and gentility of manners, by the study of Music, Painting, Drawing, and exercises in the Gymnasium.

In the place of a long and protracted course in Ancient Languages, we have substituted the Modern Languages, English Literature, and the Fine Arts.

Our design is to cultivate not only the mind, but the taste and the heart—to make woman what she should be—not masculine, coarse, and unlovely, but educated, and at

the same time refined and ready for every good work that becomes her.

That pupils from abroad may enjoy the best moral and social, as well as intellectual training, they board in the Seminary, where they enjoy all the benefits, moral and social, as well as intellectual, of the Institution; where the Principals, the Professors and Instructors constitute one family, sitting at the same table, enjoying the same pleasures, worshipping around the same altar, and conforming their manners and intercourse to the usages of a refined society.

The Institution is meeting with the approbation of the western community, and is from year to year increasing in pupils.

Yours truly,

E. J. BOYD.

DISCO ACADEMY.

Two reports have been received from this Institution, bearing dates of December, 1856, and 1857, from which the following facts are derived:

It is situated in the township of Shelby, Macomb county, about 27 miles north of Detroit, between Utica and Romeo, on the road that leads from Detroit northward, through those places.

It has a healthy location, and is free from those contaminating moral influences which are "so frequent in most active business country places." The building is of wood, two stories high, well ventilated, with accommodations for 500 students of both sexes.

The Institution was incorporated Sept., 1855, under the "Act to provide for the incorporation of institutions of learning," approved Feb. 9, 1855. Its plan is to combine the instruction of the Primary School with that of an

Academic course. In the fall term of each year, a class is formed, designed especially for those preparing to teach, in which capacity the Institution claims to have been eminently successful.

Capital stock subscribed,.....	\$5,000 00
paid in,	1,000 00

TRUSTEES.

Philander Ewell, Jeremiah Curtis, Ira S. Pearsall, John Keeler, Robert R. Harper, Alonzo M. Keeler, Edward Petit, Calvin Pierce, Chauncy Church.

OFFICERS.

Chauncy Church, President of the Board of Trustees; Robert R. Harper, Clerk; John Keeler, Treasurer.

TEACHERS.

Alonzo M. Keeler, Principal; Ezra Keeler, Mrs. L. A. Keeler, Assistants.

NO. OF STUDENTS.

1856.

Males,.....	80
Females,	57
Total,.....	<u>137</u>

1857.

Males and Females,.....	<u>154</u>
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The reports are signed by

CHAUNCY CHURCH,
President of the Board of Trustees.

UNION SCHOOL REPORTS.

Below is inserted a Circular to officers of Union Schools, which was extensively sent out in December, 1857, together with the replies received thereto. A few of these have been received since that part of the Report of the Superintendent relating to Union Schools was written.

A few of the better Union Schools of the State have, from some cause, omitted to report.

TO OFFICERS OF UNION SCHOOLS.

OFFICE OF PUBLIC INSTRUCTION, }
Lansing, Mich., Dec. 28, 1857. }

The undersigned, desirous of possessing more full and complete information in relation to the success and usefulness of UNION SCHOOLS in the State, desires that the Director, or Principal, or some other officer or person connected with them, would communicate to him, on or before the 20th of January next, a full statement, setting forth their origin, progress and usefulness; or, in case of a *possible failure*, the cause thereof. Let the statement, or report, embrace information in relation to the following, and any other topics the writer may be pleased to incorporate:

1. When your Union School was established.
2. The size of the site the School-House occupies.
3. The dimensions and cost of the School-House.
4. The amount and value of Apparatus, the number of volumes in Library, &c.
5. The number of Departments in the School.

6. The number of Teachers, male and female, and the salaries they receive.

7. The average number of Scholars in attendance.

8. The course of study pursued in the School.

9. Have Students been fitted in your School, for the State University, or other College; and if so, how many? and what Department of the University were they fitted for—the Partial, the Scientific, or the Classical Course?

10. Do advantages or disadvantages result, in your experience, from the co-education of the sexes.

11. Is your School *free*, to citizens of the District, or are its expenses met, in part, by a rate-bill?

12. Is Tuition less or more expensive under the Union School organization, than under the former single district arrangement?

While your report shall embrace a reply to the foregoing topics, be pleased to incorporate with it any information concerning the influence of your Union School upon the community, or in any way affecting its desirableness, and its relative claims upon the regards of the community, when compared with the single district system.

I seek this information for the purpose of embracing your Report, or an abstract from it, in my forthcoming Annual Report. It is desirable, as before intimated, that the information asked for be *in hand* as early as the 20th of January.

If the person into whose hands this Circular shall fall, is not himself prepared to give the information asked for, will he, at once, pass it into the hands of some other party that will be interested in communicating an early reply.

IRA MAYHEW,

Superintendent.

ADRIAN UNION SCHOOL.*

The 12th of April, 1849, the taxable inhabitants of Adrian village organized a Union School District including nearly all the present city, and in one or two directions a small portion of the neighboring townships. In 1857, the remainder of the city came into the Union District. Measures were taken on the day of organization to erect a Union School building, which was completed and occupied the 13th of Sept. 1852.

The original plan was to have this one building accommodate all the scholars in the district; but it was soon found inadequate, and four other buildings have been brought into requisition in different parts of the city; and yet there was never a more urgent demand for room in our schools than at the present time. Each one of the five school buildings has about half an acre of ground.

The large building, which was erected first, is in the centre of the city. The remaining four are in the several wards, denominated primary school No. 1, 2, 3 and 4.

If the school grounds and buildings in this district, with their improvements, are estimated as other property is estimated, \$25,000 will probably be recognized as a fair figure.

The central building, or, according to the present plan, the Academy, is 60 feet by 80, three stories high, with a well finished basement under the entire building. The exterior is plain, but the interior is very commodious and pleasant. The building often contains 500 scholars or more. It will accommodate 312 scholars and give a large public lecture hall, a class lecture room, and a library room. The original cost of the building with grounds was \$11,375 13.

Primary buildings Nos. 2, 3 and 4, are ordinary in appearance and conveniences. Each one seats 56 scholars.

*This report was not received till that part of the report of the Superintendent of Public Instruction relating to Union Schools had been printed.

Primary building No. 1 is Norman style, finished with cupola and vane. The main building is 50 feet by 26. On the two sides are wings 26 feet by 11. These are used for entry ways, a wash room, and a writing room. All the rooms finish between 19 and 20 feet in height.

The main part is divided into two school rooms on the same floor, connected by double folding doors. Each school-room is furnished with 56 single desks and chairs made according to the most approved models. In one room are fifty-six primary scholars; in the other are fifty-six more advanced. From this last named school-room scholars graduate to the academic department.

From all the primary buildings scholars are sent to the central building after becoming good readers in common reading, good spellers, good declaimers, having a thorough knowledge of geography, good writers, having carefully studied and practiced vocal music, having become proficient in working intellectually, simple and compound numbers, both whole and fractional. Aided by nothing but the memory, and becoming familiar with the four leading rules of Practical Arithmetic, some five or six years are allotted to the little boys and girls to gain thus much of mental discipline.

The Academic department includes the Grammar and High Schools. In each department there are three years of study. There are two courses of study, the scientific and classical. To go from the Grammar to the High School an examination has to be sustained in Arithmetic, Algebra, Grammar, Analysis, simple rules for Compositions, Physiology, Book-Keeping or Drawing, and History of United States.

To graduate from the High School in the scientific department, a thorough knowledge of mathematics as usually pursued in college, is required, commencing with Geometry; also nearly the usual physics and metaphysics.

Those who choose, take Latin the last year of the Grammar School and continue it four years. Greek is commenced the first year of the High School and pursued three years.

In 1857, two completed the Scientific and Latin courses of study, and one the Latin and Greek course. In 1858, one completed the Scientific and Latin courses.

In the Academic department the ladies and gentlemen have separate study-rooms, but recite together; so that perhaps every advantage of the co-education and non-co-education of the sexes is secured.

In the Primary Schools the boys and girls sit together. No disadvantage is experienced.

For the school year of 1854-5, there was an average daily attendance of 421; for the year 1857-8, of 578.

In the summer of 1855, a rule was adopted by the District Board that no scholar who is tardy, shall be admitted to the school-room for the half day. This has been strictly adhered to for three years, in which time the regularity of attendance has increased ten per cent, and the constancy of attendance has increased twenty per cent. The progress is undoubtedly quite as good in regularity as could have been made without this rule, so that all the advantages of promptness have been a clear gain to the scholar, and all the disadvantages of tardiness have been avoided by the teacher.

Fourteen teachers are constantly employed, and a vocal music teacher seven hours in a week.

The Principal receives	\$1,000	per year.
Principal of Gents' Academic Department,	600	"
Preceptress of Ladies' " " "	400	"
First Assistant of " " "	300	"
Second " " "	250	"
Nine Lady Teachers, each receive,.....	240	"
Vocal Music Teacher,.....	\$1 00	per hour.

The Teachers are paid with the money arising from the public fund and the mill tax, and the remaining, full one-half, is raised by rate-bill.

Union Schools are economical, as is seen by the following figures : In Lenawee county, for the school-year 1856-7, there were 12,551 scholars reported. The money paid for teachers' wages the same year was \$26,687 77. This does not include board in a large majority of cases. Board at \$1 50 per week for 200 teachers for 24 weeks, the average time for the schools of the county, gives \$7,200, added to the above sum, gives \$33,887 77, the cost of the teachers of the county for one year. Divide this by the number of scholars in the county, and it gives \$2 70, the average paid for the 12,551 scholars towards teachers wages.

The Union School District of the city of Adrian reported 2,000 scholars and paid \$4,619 11 for teachers the same year, which gives \$2 31 per scholar, so that the average cost per scholar was 39 cents more throughout the county than in the Union District of Adrian city. Call the cost the same in each case, \$2 31.

The schools throughout the county average six months. The schools in the Adrian Union District are ten months, or nearly twice as long as the schools average through the county. Again the schools throughout the county give about the same mental discipline as is given at the end of the second year in the Grammar school. Beyond that, in the Union Schools, are four years of advanced studies, giving quite as much discipline as is gained in the earlier part of the course. Hence nearly twice the length of school and twice the amount of discipline are secured for the same money, by the Union plan, as is gained by the single district plan.

That Union schools will work out for themselves a great name, is no longer problematical. Time only is needed to give them character.

FRANKLIN HUBBARD, *Principal.*

ANN ARBOR UNION SCHOOL.

ANN ARBOR, Mich., Jan. 16, 1858.

HON. IRA MAYHEW :

DEAR SIR:—In accordance with your request, I make the following statements respecting the Ann Arbor City Schools.

A special act passed the Legislature, during the winter of 1854-1855, granting certain privileges to the School-District; and on the first of October, 1856, a new building for the Intermediate and High School was completed, and the Schools went into operation upon the new plan. Amongst the citizens of the place, the School in this building alone is called the Union School. The lot upon which it is situated forms a city-square of one and three-fifths acres. It is in an elevated and beautiful part of the city; and has been adorned by rows of elms and maples within and without the yard, and within, by groups of rarer trees, shrubs, walks, and flower-plots. The School-building is of brick, one hundred feet in length, and three stories in height.

The basement contains rooms for the Janitor and his family, a writing-room, a recitation, and a Primary School-room, and two furnaces by which the building is warmed. The first and second floors are nearly alike. Two halls run entirely through the building; between which are, on each floor, two class-rooms, eighteen by sixteen feet in size, and two dressing-rooms eight feet square. On the second floor are also two other rooms eight feet square, now containing piano-fortes for the use of the pupils of the School. On the other sides of the halls, are, on each floor, two school-rooms, thirty-seven feet by thirty-and-a-half in size, and fourteen feet in height. The upper story forms one large chapel, or lecture-room, ninety-eight feet long, forty-two feet in extreme width, and nineteen-and-a-

half feet in height. This room, as well as the various halls, are lighted, in the evening, by several chandeliers. The whole building is well ventilated, the walls throughout are a smooth white, and the halls, stairways, classrooms, and school-rooms, are carpeted with heavy matting.

The building, with the lot, has cost more than \$28,000. It is furnished with Apparatus to the value of \$240. There is no School-Library, except some dozen volumes. Two old School-Houses, containing three study-rooms each, are used for the Primary Schools. These do not correspond, as they should, with the Union School-building, in beauty and conveniences.

There are, in the city, three Primary Schools, one Intermediate, and one High School, all under the direction of the same School Board. The Primary Schools have been almost entirely separated from the others, and from each other. The High School and the Intermediate Department have been under the charge of the Principal of the High School. Of late, however, owing to the multiplication of classes in Latin and Greek, the experiment has been tried of still further severing the connection between the Schools, by making the Principal of the Intermediate Department immediately responsible to the Board for its in-door discipline and instruction. It is the desire of the Board, however, to unite the parts of the school-system still more closely than at first. It would be better, if the immediate charge of all the Schools were given to some one individual, who should spend some portion of each day in examinations of the different departments and classes. No extended system of instruction, however well planned, will work satisfactorily without the constant supervision of some one who is equally familiar with all its parts. These teachers, also, who are most exacting, secure nearly all the time and efforts of the pupil; and there is no method of securing a just apportionment of interest

and attention to the various branches pursued at one time, so effectual as personal supervision, frequent examinations, and the manifestation of an equal interest, in all classes, on the part of the Principal of the School. In this School, however, it is, at the present time, necessary for the Principal to teach every hour.

There are two Primary Schools, in which the pupils are also put into different rooms, and under different teachers, according to their advancement in their studies. The course of study adopted by the Board for this department, and on which an examination is required of every pupil promoted to the Intermediate School, is as follows: Webb's Readers, Nos. 1 and 2; Sander's Third Reader; Stoddard's Juvenile Arithmetic; fifty-two pages of Stoddard's Intellectual Arithmetic; Davies' School Arithmetic, through the four ground rules; Cornell's Primary Geography; Penmanship, and Spelling.

The number of pupils in the Primary Schools, at the present time, is upwards of four hundred. The instruction is given by seven Teachers, all but one being females, employed at the following salaries: One gentleman, \$450 a year. One lady, \$6 a week, and five ladies at \$4 a week. Total amount of salaries, \$1,594 a year.

There is but one Intermediate School. This is under the charge of a Principal, with a salary of \$750. A Preceptress at \$350, and two Assistants, one at \$300, and the other at \$4 per week, complete the corps of Instructors for this School. The course of study is as follows: Stoddard's Intellectual Arithmetic, completed; Davies' School Arithmetic, completed; Cornell's Intermediate Geography, begun and completed; Reading; Penmanship; Compositions and Declamations.

An examination in those books is required for admission into the High School. As yet, however, these requisitions have not been strictly maintained, except at the first ex-

amination, at the organization of the School. The present number of pupils in this department is two hundred.

The High School is under the charge of a Principal, who is also teacher of Latin and Greek, with a salary of \$1,000 a year; a Preceptress, the teacher of French and German, at a salary of \$500, assisted by two female teachers, who receive each \$300 a year. The English course of study is as follows:

First half year.

Elementary Algebra; English Composition; Physiology.

Second half year.

Davies' University Arithmetic; English Grammar; Physical Geography.

Third half year.

Geometry; Rhetoric; History.

Fourth half year.

Geometry, finished; Natural History; English Literature; Elements of Criticism; History.

Fifth half year.

Olmsted's Natural Philosophy; Mental Philosophy; Chemistry; Geology.

Sixth half year.

Natural Philosophy, finished; Botany; Review.

There is also a two years course of study in the French language; Fasquelle's Grammar being the elementary work used. There are at present thirty-four pursuing the study of this language. The German language is also studied by a class of twelve.

The course of classical study, preparatory to entering the University, is designed to continue through three years. It is as follows: Harkness First Latin Book, one half year; Latin Reader; Cæsar; Cicero's Select Orations; Arnold's Latin Prose Composition; and Virgil. In Greek: Kuehner's Greek Grammar (Elementary) and Exercises; Greek Reader or the Anabasis; Arnold's Greek Prose

Composition ; Review. There are at present fifty-five pupils pursuing the study of the Latin language, and eighteen, of the Greek.

Two only have as yet entered the classical department of the University from the school ; and four, the scientific or partial course.

Connected with the High School, (although not confined to it,) is the instruction in Music and Drawing. The School is possessed of three excellent piano-fortes, two of them for the use of the pupils. A teacher of these branches receives a salary of \$500 ; and many avail themselves of the privilege of taking lessons upon the piano, guitar, and violin, and in Drawing, Painting, and Vocal Music.

The average attendance in the High School is at present upwards of two hundred.

In the Intermediate and High Schools, the different sexes occupy different study-rooms ; but they meet at all general exercises, and so constantly, for instruction in classes, that there is scarcely an hour when pupils of both sexes are not occupying every room. The advantages of the co-education of the sexes, which are too great to be sacrificed from regard to mere convenience, are thus secured ; while, on the other hand, the ladies of the School can receive from a Preceptress many a useful lesson, and consult her with a freedom, which would otherwise be wanting.

Since the organization of the Schools on the new system there has been no Rate-Bill, but the Tuition in English branches is free to all within the limits of the District. One dollar a Term is paid by those who study the Languages. Instrumental Music and Drawing are also "extras." Pupils from abroad pay from three to five dollars, according to the studies they pursue.

These charges for instruction secure quite a revenue for the school,—the amount from this source for the four

terms commencing Sept. 1, 1857, being estimated at \$1,500, not including the fees for instruction in Music, although that department more than supports itself. This brings the Tuition of scholars in the district, actually in attendance at school, to the average of \$1 34 a quarter.

It is a result worth mentioning, that the Primary Schools are as full, and require as many teachers, as before the opening of the Intermediate and High Schools in the new building. As but few from abroad enter the Primary Schools, and many were transferred from these to the higher departments, it is evident that the new interest awakened by the opening of a new school, and the hopes of promotion, have called in many scholars from their homes, from private schools, and the street.

One of the most pleasing influences of the new school-building itself, with its fine appearance and beautiful rooms, has been the interest, and I might say, affection, with which it, and its schools, have been regarded. Where the regard of the parent goes, and where honor is rendered by those who give a tone to public tastes and sentiments, there the children will be likely to acquire a subordination, manliness, and refinement of spirit, which will more than repay community for every expense it incurs.

Our course of study is now in the hands of a committee for revision. The characteristics of such a school as ours exhibit three elements, not antagonistic indeed, but sufficiently diverse to require skill in bringing them into harmonious action. It has the common Academic feature, in being a school to which gentlemen and ladies from abroad resort to prosecute their studies, under better advantages, and to a greater extent, than they can do in the schools of their own neighborhood. Again, it is a preparatory school for the University. The wisdom of the framers of our State Constitution, when it provided for the Primary School and the University, as the alpha and omega of the

intellectual training of the young, certainly did not mean that any unbridged ravine should bring the student to a halt upon the Hill of Knowledge. The Union School very properly forms a highway from the less privileged Primary School to the University. But after all, in its main features, the Union School must be, in fact, as it is in law, only a Primary School, conducted under circumstances more favorable than usual. The greater number of those who enter it never pass to any higher institution of learning. It is inaugurated and sustained by the taxes of those whose primary object is to educate their sons and daughters for their spheres in life. Hence it should strive to impart, as fully as possible, that discipline and knowledge which the man in social, civil, and business relations, cannot do without. There is needed, therefore, a wider range of studies than would be requisite for a mere preparatory school. In the organization of classes each half year, this view,—that the school is primarily for the benefit of the scholars of the district,—has had its proper and dominant influence. There would be no practical difficulty whatever in the way, were it not for the disposition on the part of those who are preparing for a higher institution, to neglect all branches, however elementary and essential to a good education they may be, upon which they are not to be subjected to examination. So it happens that many desire to press forward to higher branches of study, while at once ignorant and neglectful of pronunciation, spelling, and the idioms of English speech. In a course of study preparatory to the University, these branches should recur from time to time for review and examination; and all who pursue the course be required to conform to it in these particulars, otherwise the scholars of our own district must be swept along in a like unsatisfactory way.

Very respectfully,

Your obedient servant,

T. C. ABBOT.

SCHOOL AT BELLEVUE.

BELLEVUE, EATON Co., MICH., }
January 13th, 1858. }

HON. IRA MAYHEW:

SIR—I received your Circular dated Dec. 28th, 1857, requesting information in relation to the success and usefulness of Union Schools in the State. Our school is not a Union School, yet it is designed to be as useful and efficient for educational purposes as those upon the Union plan.

We have a large district comprising nine sections of land, and have erected a School House, 40 by 60 feet, two stories high, on a lot containing two acres, at a cost of about \$5,000.

At present we have one male teacher at \$35 per month, and two female teachers at \$4 each per week. The average number of scholars is 150, out of 187 in the district. The course of study pursued in the school, is the entire course of the English branches and the languages. The expense is in part raised by rate-bill. Great harmony now prevails in our district, and a united effort will no doubt place our school in as flourishing condition as any in the State.

Respectfully, your ob't serv't,

JOHN T. HAYT.

BRONSON UNION SCHOOL.

BRONSON, BRANCH Co., MICH., }
January 13, 1858. }

HON. IRA MAYHEW:

Your Circular, addressed to the Director of our School District, was duly received, and in answer, I would say, that I am not as well prepared to give such information as I would wish in relation to our School. * * *

The most I can say, is to answer the questions you propound:

1st. Our School was established on the 4th of the present month.

2d. The size of the site is one acre of land.

3d. The School-House is 33 by 43 feet on the ground, two stories high, rooms 12 feet in the clear, with recitation-rooms in each story. Cost of the house, \$2,500.

4th. The apparatus is small, consisting only of Mitchel's Outline Maps, costing \$11 00. Number of volumes in Library, 125.

5th. At present, there is but one department to our School; but on the first of April it is expected another will be added, in which the higher branches will be taught.

6th. We have one male and one female teacher—a gentleman and his lady—at a salary of \$50 per month, for both.

7th. The average number of scholars in attendance is one hundred.

8th. The course of studies embraces Primary Geography, Philosophy, Algebra, Geometry and Astronomy.

9th. There have no students been fitted for higher schools.

10th. As far as I am acquainted, the co-education of the sexes is advisable, and I cannot but recommend it.

11th. The expenses of our School are at present met by rate-bill, but I think after our next annual meeting it will be free to scholars of our own district.

12th. The cost of this system of schools I think no greater than that of the single district, while the advantages for advancement are much greater.

Our School and School-House, although new and just commenced, has an influence among us that no one would be willing to part with. It has created a spirit of energy never felt among us before, as well as a desire for advance-

ment among parents and children. Where indifference has hitherto prevailed among our citizens, it is now asked, what shall be, and who will be first in, our next enterprise.

We hope to be able to give a good account of our School as time advances, and that our reports hereafter may compare favorably with those of other schools.

* * * * *

Yours truly,
JASON SHEPARD,
Director.

SCHOOL AT CASSAPOLIS.

CASSAPOLIS, Jan. 14, 1858.

HON. IRA MAYHEW, *Supt. Public Instruction:*

DEAR SIR—Your Circular has been received, and in answer to your inquiries I will say that ours, strictly speaking, is not a "Union School House." It was built by school district No. one, Lagrange township, Cass county. Said district comprises six sections of land, being two by three miles square, including the village of Cassapolis.

Your questions I will answer in order :

1st. Our school commenced Dec. 1, 1857.

2d. The site occupies $2\frac{1}{2}$ acres of land, or 20 by 20 rods.

3d. The house is built of wood, and is two stories high, 36 by 46 feet, with a projection in front 12 by 23 feet, which forms the entrance to the basement, and a recitation room for the upper story, belfry, &c. The basement story is divided by a partition into two rooms of nearly equal size. The upper story is finished in one room. The seats are made after the "Boston pattern," and the stands or legs they rest on, are of cast or malleable iron, and were made after the "Buffalo pattern." In speaking of the seats, I mean seats and desks also. The seating of the house cost \$800. The house when finished, out-houses and fencing

included, will cost over \$4,000. The fencing and out-buildings are not completed, and the upper room has not been occupied till this week. The house will seat over three hundred pupils.

4th. As yet we have no apparatus or district library.

5th. The school consists of three departments.

6th. We have three teachers, one male and two females. John O. Banks, teacher in the senior department, receives \$40 per month, and the females \$20 each per month.

7th. The average No. of scholars in attendance is about two hundred.

8th. The studies pursued are common English branches.

10th. Our experience is in favor of the co-education of the sexes.

11th. The expenses are met in part by rate-bill.

12th. Students are admitted from any part of the country, who have to pay about \$1 00 each tuition per month. The upper room is occupied by the senior department, or the more advanced scholars, irrespective of sex, and the basement by the smaller scholars taught by the female teachers. In these pressing times, the tax has been somewhat heavy, but paid manfully; and an increasing interest is manifested in the education of the youth, and we anticipate a double reward for our labor and expense.

By request of the District Board.

Very respectfully yours,

CHAS. G. BANKS,
Township Clerk, Lagrange Township.

COLDWATER UNION SCHOOL.

COLDWATER, Jan. 16, 1858.

HON. IRA MAYHEW, *Sup't of Public Instruction:*

In responding to your Circular of Dec. 28, 1857, I here-

with submit the following statement respecting our School, pursuing the order of topics suggested by you :

1st. Our Union School was organized in September, 1853.

2d. It embraces two School-buildings, on sites distant from each other one-half mile. The East site embraces two acres ; the West, one-and-a-fourth acres.

3d. The East House is a two-story, frame building, thirty-five by sixty feet. It was erected eight years since, at a cost of \$2,000.

The West House is of brick, two stories high, forty by fifty feet. It was constructed seven years since, at a cost of \$3,500.

The upper story of each House forms a single School-room, for the Academic Departments of the School. In addition to the main room, at the West House, there is also a recitation-room between the staircases, which will accommodate a class of twenty to thirty students.

The lower story, of each House, is divided into two rooms, for the Primary and Intermediate Departments.

4th. The School has no Apparatus or Library.

We have, however, a Town Library of about four hundred and fifty volumes, to which pupils have access without charge. By a vote at the last annual meeting, we are soon to be supplied with three copies of Webster's Unabridged Dictionary, and two good Artificial Globes.

5th. There are three Departments at each House, viz : Academic, Intermediate, and Primary.

6th. The number of Teachers at present employed in the School is eight—four males, and four females. They are distributed as follows, viz : The Principal and Preceptress, in the Academic Department, at the West House ; one male and one female Teacher in the Intermediate Department, and one female Teacher in the Primary Department. At the East House, the Associate Principal has charge of the Academic Department ; one male Teacher of

the Intermediate Department, and one female Teacher of the Primary Department.

Their salaries are as follows, viz: That of the Principal, \$628; of the Associate Principal, \$420; of the Preceptress, \$264; of the Intermediate male Teacher, West House, \$400, at the East House, \$300. The Primary Teachers receive \$175 each.

7th. The average number of Students the past year was about three hundred and twenty. The number at present in attendance is about four hundred and fifty.

8th. There is no prescribed course of study for the School. The Board of Education are taking the initial steps to fix upon a regular course of studies for each Department, to be entered upon at the opening of the next Term.

At present, in the Primary Departments, are taught the Alphabet, Primer, Spelling, Reading, (Sanders' 1st and 2d Readers,) with a portion of Primary Geography and Arithmetic.

In the Intermediate Departments, are taught Spelling, Reading, (Sanders' 3d and 4th Readers,) Primary and Intermediate Geography, Introduction to Grammar, together with a portion of Intellectual and Practical Arithmetic.

In the Academic Departments, are taught Spelling, Reading, (Sanders' 4th and High School Readers,) Davies' Intellectual, Practical and University Arithmetic, Cornell's Higher Geography and English Grammar.

In addition to these branches, classes are also instructed, at the East House, in History U. S., Natural Philosophy, and Physiology. At the West House, the Higher English Branches generally, are taught, together with the Latin, Greek and French Languages.

9th. No Students have been fitted here for the State University.

10th. After considerable experience, I am of the opinion

that the co-education of the sexes is decidedly preferable to their being educated separately. It is true that evils, serious evils, may attend this system, in individual cases; but, under proper regulations and restraints, I regard it as the best; and that the evils are the exception—not the rule.

11th. The expenses of the School are, in part, met by a rate-bill. Perhaps one-fifth of the expenses are paid in this way.

12th. I am not able to state whether Tuition is more expensive under our present system than under the single district arrangement.

Teachers' wages, and prices generally, have so materially advanced, since our present organization was effected, that it would be very difficult to decide which system is most expensive.

Our Union School organization has, from the first, encountered considerable opposition; and, while this has by degrees become less and less, at least in its visible manifestations, still, I am not prepared to say that the views and feelings of our citizens are as yet quite united and harmonious in its favor. It is presumed that some would prefer to have the single district system restored.

Our School, although increasing in prosperity and public favor, and although never so popular and well attended as at the present time, has never been what it should be, partly for the want of a house adequate to the demands and interests of the district, and partly owing to the fact that it has never been properly graded.

We do not regard its present condition, or its past history, as a fair test of the utility, or even practicability of the Union School system.

All which is respectfully submitted.

D. H. DAVIS,

Principal.

DETROIT UNION SCHOOLS.

DETROIT, January 6, 1858.

HON. IRA MAYHEW, *Superintendent of Public Instruction*:

Your Circular of Dec. 28, 1857, is at hand, and I proceed to answer your questions as far as I can.

1st. We have now three Union Schools in operation, which have been established from seven to ten years. We are so strongly in favor of this system in preference to the district system that, where it is practicable, we associate schools in the same neighborhood together under the same general government, and grade them on the Union plan.

2d. Two of our sites are one hundred feet square, but we regard them too small. The other is on a triangle.

3d. I think the dimensions of the houses are best given by the number of seats. One will seat an enrolled attendance of about seven hundred, one about eight hundred, and the other about nine hundred. We are now erecting one that will seat one thousand. As to cost, one is the old Capitol Building; one has cost us about \$10,000; one about \$15,000, and the one we are now erecting will cost \$20,000.

4th. We have not done much in the way of school libraries, and we have the usual school apparatus. I am not able to state the amount and value.

5th. We have thus far organized all our Union Schools in four grades or departments. One grade or department may occupy, one, two, three or four rooms.

6th. One has eight teachers, one has ten, and one eleven. Of these, the principals of the third and of the upper grades are males; the others are females. The salaries range from \$200 up to \$900 per annum.

7th. The average attendance is about eighty per cent of the enrolled attendance as above set forth.

8th. The course of study is intended to cover, and does

cover, the whole range of elementary instruction from A, B, C, up to Trigonometry. We have as yet done nothing in the way of classical instruction.

9th. Several of our students have gone from our schools to the State University and to other similar institutions of learning, but I am not able to be more particular on this point.

10th. So far as my experience and observation go, advantage does result from the co-education of the sexes. I should never separate them in schools unless as a mere matter of convenience.

11th. Our schools are perfectly *free* to all except so far as their crowded condition may render them otherwise.

12th. My own opinion is, that a system of education, of the same quality of excellence in attainments, and for the same numbers, may be carried on under the Union System, as contradistinguished from the District System, at one-quarter less in expense. This is a general estimate.

Among other advantages that might be named, a well-conducted Union School presents a system of popular education in a form far more attractive than any other, and as one consequence, it goes far to form a favorable public opinion on the subject, where it is not already formed.

Respectfully submitted,

LEVI BISHOP,

President of the Board of Education.

DEXTER UNION SCHOOL.

DEXTER, January 16, 1858.

IRA MAYHEW, Esq., *Sup't of Public Instruction :*

DEAR SIR:—I owe an apology for not having earlier complied with your request to furnish such information as you desired relative to our Union School. * * *

Our School has been in operation but little more than a year, and although the enterprise of building a suitable house seemed to most of our citizens formidable, and to some even chimerical, yet we have succeeded, under all the circumstances, far beyond our fondest anticipations. Our house, on the first of February, will be three-fourths paid for, (which can be said of few Union Districts in the State,) and our school is prosperous. The size of our school-lot is twelve by sixteen rods, and the dimensions of the house is forty by sixty feet, three stories in height, and costing about seven thousand dollars.

The School is divided into three Departments, under the charge of two male, and two female teachers. The principal male teacher receives seven hundred dollars per annum, and his assistant five hundred dollars. The female teachers receive five dollars per week each. The average number of scholars is about two hundred and fifty. By far the larger number of our scholars are engaged in the study of the common English branches, though there are some in the higher English branches, Classics, and Modern Languages. No student, to my knowledge, has, as yet, entered the University from our school, but there are several well advanced, and will soon do so.

As relates to the advantages and disadvantages resulting from the co-education of the sexes, I have to say that I am of the opinion that the sexes should invariably receive their mental training together. I have remarked that boys, when educated by themselves, early become uncouth and rough in their habits and deportment, and generally throw off, to a great extent, the moral restraint inculcated into their minds by fond parents, and kind teachers. Girls, too, need to see much of the society of the opposite sex, to prevent them from becoming too coyish and simpering. I apprehend that teachers find it an easier task to keep order in the school-room, from the fact that the presence

of each sex operates as a restraining influence upon the other to deter them from wrong-doing. What boy contemplates, with any degree of complacency, a punishment for offences inflicted in the presence of young ladies? Or what girl but would feel with keenest pang a rebuke bestowed upon her in the sight and hearing of young men? The good work of co-education, which has been so well begun in our own well-beloved State, should be continued and fostered by our people, and every parent who has the welfare of their offspring at heart, should, for the child's advantage and their own happiness, encourage the work.

I am sorry to say that our School is supported in part by funds collected by a rate-bill. I look upon this as an unfortunate part of our present School System, in its application to Union School Districts. A rate-bill may operate tolerably well in single districts, among thriving agriculturalists; but in Union Districts, which are usually formed in villages and large towns, many, very many of the inhabitants feel themselves quite incapable of paying their school-bills, though they are small. In my humble opinion, our Union Schools should be as free as the air we breathe, to resident scholars. This can be brought about by special acts of the Legislature for each Union School District, allowing them to support their schools by a direct tax upon the property in the district, after deducting, of course, moneys received from the public fund, and for the tuition of foreign scholars. Undoubtedly there are some Union Districts in which the population is so dense, and children drawing public money so numerous, that little money has to be raised, after deducting the tuition of foreign scholars, to meet the necessities of the school. But in such districts, it is a notorious fact that the School Boards seldom, if ever, resort to a rate-bill to supply the deficiency, and for prudential reasons: they knowing that such bills will in time utterly destroy the school. They

generally raise the balance contrary to law, in the contingent fund, by wire-pulling at school-meetings, for the ostensible purpose of paying Janitors, buying wood, &c., &c. I hold, that if our Union Schools were perfectly free to resident scholars, no parent would feel at liberty to keep his or her child from school on any shallow pretext, now so often trumped up to save expense.

Would it not be for the interests of the people of the State to have our School System, which is our pride and boast, and which is conceded to be the best extant, so changed that in every district, Union or Single, there should be a free school taught at least eight months of each year? Would it not, in a very short term of years, be a saving of money to the tax-payer, by decreasing the amount annually expended in the conviction and punishment of criminals, and the support of paupers?

I am compelled to say that the expense of Tuition has been slightly increased by the change from the Single District System to the Union School organization, with us. Such, I presume, must be the case in all but the most populous Union Districts.

I am happy to state that the influence of our School is most decidedly good upon our community: First, it has given the cause of education a decided impetus in our midst. Secondly, it has enhanced the value of our property. Thirdly, it has engendered a spirit of public enterprise among our citizens; and lastly, the school-building and grounds are an honor and an ornament to our village.

I am, with much respect,

Your humble servant,

CHARLES H. TOWN,

Director of the Dexter Union School.

DOWAGIAC UNION SCHOOL.

DOWAGIAC, January 11, 1858.

HON. IRA MAYHEW, *Superintendent of Public Instruction* :

DEAR SIR:—Your Circular, requesting a statement of the condition of the Union School of this place, is received. You will find the interrogatories answered in the order given in the Circular :

1st. The Union School of this village was established Nov. 2d, 1857.

2d. The School-building is pleasantly situated, in a grove of two acres, in a retired part of the town.

3d. The dimensions of the house are as follows : A main part, 32 by 54, two stories in height ; a wing attached to the side of the main part, 14 by 28, two stories in height. The main building is divided into three departments, two of which are on the ground-floor. The wing contains the stairs, warming-drum, closet for clothes, hooks for hats, &c., and affords a general entrance to all the departments. The upper story consists of stair-halls and a commodious recitation-room. Cost, \$5,000.

4th. As yet, the Apparatus necessary for an institution of this kind has not been purchased, though there is good reason to believe that the deficiency will be supplied at an early day.

5th. The School is divided into four Departments : First Primary, Second Primary, Grammar School, and High School.

6th. The number of Teachers employed is four : One male Teacher, as Principal ; the residue female. The expenses for instruction will be about \$1,100 for the school year.

7th. The average number of Scholars in attendance at this date, one hundred and eighty.

8th. The Course of Study is of two years' duration in all the Departments, except the High School.

The First Primary takes the child through reading from Cards into Third Reader, accompanied with Oral Geography, Mental Arithmetic, Tables, and Drawing on slates.

The Second Primary begins with the Third Reader, Mental Arithmetic, Outline Maps, Drawing and slate exercises; finishes Primary Geography, Practical Arithmetic, through Long Division, Writing, through three Nos., Spelling during the Course.

Grammar School commences with Practical Arithmetic, School Geography, Fourth Reader, Writing, Map-drawing, and Spelling. The last term of the second year, Geography, Practical Arithmetic, Rudiments of Grammar, and Spelling from Speller, finished; also, Composition and Declamation commenced.

The High School commences with Higher Arithmetic, Grammar, Composition, Analysis of English Sentence, Declamation, Elocution, Spelling and Defining.

The Course extends through three years, embracing all the branches usually taught at Academies and High Schools.

Discipline mild, but firm, founded on the self-control of both teachers and scholars.

9th. The age of this Institution will not allow a very favorable report respecting advanced students. A number are studying the Languages, with the intention of entering the State University soon as prepared.

10th. My experience leads me to be decidedly in favor of the co-education of the sexes.

The influence of each sex on the other is of a pleasant and healthy character, when properly controlled by the teacher. The co-education of the sexes begets, on the one part, neatness, gentleness and respect; on the other, all that makes the lady, based on self-reliance and energy of character.

11th. The expenses of instruction are met in part by

rate-bill. It is the intention to make the school *free*, as soon as the building-tax is removed.

12th. Tuition, under the "Union" System, is much less, and more beneficial; better teachers are obtained, and a greater interest aroused by the co-operation of such a large number of minds. Where the rates have been high, the main cause has been the incompetency of the teacher to classify, govern and interest a large number of scholars.

The influence of a well-conducted Union School, upon the community, is very beneficial. It affects the minds of the people at large, as well as the striving student. The advanced students of our Primary Schools find, in the Union School, advantages that will prepare them for a higher course of instruction; and the tyro hastens through his primary studies, that he may leave home and seek the halls of the higher school.

In the single District system, there is no incentive to acquiring learning, but the love of it; which is not large in some that are placed under the teacher's care. But the Union system, properly conducted, forms a public sentiment that influences every one to noble actions, that comes within the circle of its power.

When the great heart of the community beats in unison with the best interests of the Union School, the benefits of education will spread far and wide, leveling all distinctions founded on worldly gain or foolish arrogance.

Most respectfully, yours,

H. S. JONES,

Principal Dowagiac Union School.

FENTONVILLE UNION SCHOOL.

FENTONVILLE, Mich., Jan. 15, 1858.

IRA MAYHEW, Esq., *Supt. Public Instruction, Lansing, Mich.*

DEAR SIR—Your favor of 28th December, is at hand, desiring a report from our Union District. I will answer as near as possible your several questions.

Union School District No. one, township of Fenton, was formed the 3d day of October at an adjourned annual meeting.

Site of school house not yet located.

Two hundred dollars has been raised to purchase site for school house.

No apparatus. Three hundred volumes in library.

School is taught in both district school houses. Two male teachers; one female teacher. The male teachers receive each \$30 per month; the female \$12 per month.

We think the school will be nearly free to citizens of the district.

It is impossible to make any extended remarks in relation to the result. The schools are much better than under the single district system.

Very Respectfully,

CHAS. H. TURNER,

Director Union S. District No. 1, Fenton, M.

FLINT UNION SCHOOL.

FLINT, January 26, 1858.

HON. IRA MAYHEW:

I have been requested by our School Director, S. N. Warren, to reply to your Circular letter, making inquiry with regard to the history and present condition of Union Schools.

I am truly gratified that you are about to make such investigations as you propose; and trust that the results of your efforts in this direction will be of much value to the cause; stimulating those already doing well to much higher attainments; awakening to duty those who have hitherto slumbered, while they ought to have been "UP AND DOING;" and possibly leading the Legislature to so re-make the School Law, as to give freer scope for the complete

organization of Union Schools in every place practicable throughout the State.

The report from Flint will not do justice to the acknowledged wealth, enterprise and intelligence of the place; yet it is my duty to present it just as it is. I am happy to add, however, that there are good reasons to hope that a better state of things will very soon be brought about.

The City of Flint is divided into four independent School-Districts; but the one denominated the Union School, includes about a third of the city.

In relation to this School, I will answer your questions in order:

1st. The Union was established in 1846.

2d and 3d. The School-house is a framed building, of two stories, sufficiently large to accommodate about 250 pupils. It is handsomely situated, in the central part of a square, containing two-and-a-half acres. The value of the whole might be estimated at about \$4,000.

4th. There is no Apparatus or Library.

5th. There are three Departments in the School: Primary, Intermediate, and Higher.

6th. There are five Assistant Teachers. Salaries: Principal, \$800; 1st Assistant, \$260; 2nd Assistant, \$220. Teacher of Intermediate Department, \$240; two Teachers of Primary Departments, each, \$200.

7th. Average number of Pupils in attendance, 240.

8th. The course of studies pursued embraces all the elementary Common School branches, the Natural Sciences, Mathematics, and the Latin, Greek and French Languages. No exact order of studies has, as yet, been adopted.

9th. I cannot give you the exact number of Students prepared for the University. I think they do not exceed six: Four Classical, and two Scientific.

10th. Great advantages, in my opinion, result from the education of the boys and girls in the same school, and

seated in the same room; and I have never heard any disadvantages alluded to, that may not be wholly overcome, and most of them changed to great advantages, by *good buildings, spacious and handsome grounds, and well-qualified Teachers.*

11th. Our District votes all the law will permit; but there is still a balance for Teachers' wages, that is met by a rate-bill.

12th. The expense of any provision for schools, must be determined by both the amount of money paid for its support, and the efficient working of the plan. On the Union plan, the people have a good school; by the District arrangement, good schools seem to be impracticable for villages and cities; and even such as they are, are *expensive at the smallest cost.* A *good school* is indispensable; and is *cheaper at any cost*, than a bad school for nothing!

Two of the other Districts have good School-houses, well adapted for Primary and Intermediate Schools; and one of them has quite successfully introduced some of the higher branches of study. The third is making ample provision for the erection of a handsome building, of a similar class. As I have above mentioned, I think there is a good hope that these are simply preparations for a harmonious union of the whole city, in the support of a system of GRADED SCHOOLS, adapted to supply all the educational wants of the city and community.

There is much complaint of the previous mismanagement of Flint Union School, which has led to no small alienation of the friends of education, in the different and distant parts of the city; but I think these feelings are giving place to more rational views of the subject; and that there is an increasing desire on the part of all good citizens, to establish their schools on some permanent basis; and to assess a tax, which, together with the school-fund, will be sufficient to make the schools FREE. How

much this influence is owing to the manner in which the Union School has been conducted, for the last year and a half, is not for me to say; but I may hope it has had some influence.

A new interest in the cause seems to have been awakened, during the last year. The Union School is crowded to the utmost of its capacity, while all the other schools in the city are too full to prosper long.

No labor and pains will be spared to so organize this interest, as to make it tell upon the permanent well-being of the schools. We expect much aid in this work by the light that will be thrown upon the subject by your forthcoming report.

Very respectfully,

WM. TRAVIS.

GRAND RAPIDS UNION SCHOOL.

MR. MAYHEW:

DEAR SIR—Enclosed you have brief answers to your inquiries.

1. Our Union School was established in the year 1848, going into operation in October of that year, under the superintendence of Mr. E. Johnson. He was succeeded by Mr. James Ballard, in May, 1849. In May, 1853, the last named gentleman was succeeded by E. W. Chesebro, who still continues in charge.

2. The site occupied by our Union School is 300 feet square. One of our Ward Schools occupies a piece of ground 65 by 100 feet. The other two occupy rented land, of about the same proportions.

3. Our Union School site cost originally,.....	\$ 600 00
Building of stone, three stories,.....	2,700 00
Re-seating Higher Department,.....	400 00
Finishing Primary Department,.....	300 00

Ward School site, No. 1,.....	495 00
Building of wood,.....	500 00
Ward School site, No. 3,.....	500 00
Building of wood,.....	500 00
Building, Ward No. 2,.....	500 00
Total,.....	<u>\$6,495 00</u>

The Union School is 46 by 64 feet, of stone, three stories in high. The three Ward Schools are each 24 by 38 feet, one story, of wood.

4. Our apparatus consists of the following articles, with values annexed:

One Terrestrial Globe,.....	\$12 00
“ Celestial “	12 00
“ Tellurion,.....	8 00
“ Telescope,	20 00
“ Microscope,	4 50
“ Horse-Shoe Magnet,.....	4 00
“ set of Mechanical Powers,.....	12 00
“ “ Cubical Blocks,.....	1 50
Four “ Outline Maps, at \$8,.....	32 00
One Air Pump,.....	16 00
Total,	<u>\$122 00</u>

We have, at present, in the “ City Library,” which is divided among the two Union School Districts of the city, about 638 volumes.

5. Our School, at present, consists of the following: One Higher Department, one Intermediate Department, one Primary Department, one Ward School, No. 1., one Ward School, No. 2., one Ward School, No. 3.

6. The number of teachers and their salaries are as follows:

1. One Principal, salary,.....	\$1,000
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HIGHER DEPARTMENT.

2.	One male assistant, salary,.....	\$600
3.	“ female “ “	264
4.	“ “ “ “	264
5.	“ “ “ “	242

INTERMEDIATE DEPARTMENT.

6.	One female assistant, salary,.....	308
7.	“ “ “ “	242
8.	“ “ “ “	242

PRIMARY DEPARTMENT.

9.	One female assistant, salary,.....	264
10.	“ “ “ “	220
11.	“ “ “ “	220

WARD SCHOOL NO. 1.

12.	One female assistant, salary,.....	308
13.	“ “ “ “	220
14.	“ “ “ “	220

WARD SCHOOL NO. 2.

15.	One female assistant, salary,.....	264
16.	“ “ “ “	220
17.	“ “ “ “	220

WARD SCHOOL NO. 3.

18.	One female assistant, salary,.....	220
19.	“ “ “ “	220

Total,..... \$5,758

7. The average number of scholars in attendance is as follows :

In Higher Department,.....	200	pupils.
“ Intermediate “	160	“
“ Primary “	150	“
“ Ward School No. 1,.....	180	“
“ Ward School No. 2,.....	135	“
“ Ward School No. 3,.....	40	“
Total,.....	<u><u>865</u></u>	“

8. The course of study pursued in our school is as follows: We commence not with the Alphabet, but with the teaching of a certain number of words, which the child having mastered, easily incorporates into sentences, and school thus loses its dry, monotonous character, and the child becomes a *thinking being*. The Alphabet soon becomes fixed in the child's mind without any particular instruction on the part of the teacher. Along with this we couple elementary mathematical instruction, and geography. This we follow in our Primary and Ward Schools.

In our Intermediate Department, we teach Spelling, Reading, Penmanship, Geography, Grammar, Written Arithmetic, History, Composition, Declamation.

In our Higher Department we pursue the following: Spelling, Reading, Penmanship, Geography, Grammar, Mental Arithmetic, Written Arithmetic, History, Algebra, Geometry, Book Keeping, Science of Government, Rhetoric, Physiology, Natural Philosophy, Astronomy, French, Latin, Composition, Declamation.

9. Students have been fitted in our school for the University, and Colleges in the neighboring States. Some four or five have gone to our own State University, and about fifteen to higher institutions of learning in other States, principally in New York, Ohio and Illinois. Our pupils enter the scientific course usually.

10. As far as our experience extends, the most decided and marked advantage results from the co-education of the sexes. The male sex are *humanized*, refined by the presence of woman, while the latter lose much of that mawkish, false sensibility so extremely objectionable under any circumstances.

11. Our School, for the most part, is free to the citizens of the district, yet, for a part of the year, we are obliged to levy a small rate-bill.

12. Expenses under our Union School arrangement, are much less than under our old single district system.

The influence of the Union School although great, is constantly increasing. It is, at present, the "all in all" of our scholastic institutions in this part of the State.

Very respectfully, your ob't serv't,

E. W. CHESEBRO.

JONESVILLE UNION SCHOOL.

JONESVILLE, JAN. 9, 1858.

HON. IRA MAYHEW, *Lansing*:

DEAR SIR—I duly received your printed Circular, and will endeavor to answer your inquiries as to our Union School as well as I can.

I gave your predecessor a full history of the School, which is embodied in his "Public Instruction and School Law," published in 1852, on pages 570 to 572, to which please refer.

There are some errors in that article, which are attributable, I suppose, to the printer. They are corrected in the present statement, as to size and cost of House, &c.

As you can take from that article any facts you may desire in addition to those now furnished, I will not repeat, but merely answer the questions as you ask them.

1. School-House was commenced in 1845, and completed January 1, 1848.

2. Lot on which the School-House stands is in the central part of the village, adjoining the Public Square, is 9 by 12 rods in size, fenced in with handsome and substantial fence; and planted with trees, which are now of good size, and in Summer afford grateful shade.

3. School-house is of brick, two stories, with cupola on top—32 by 65 feet. Erected at a cost of \$3,500.

It is divided into four rooms besides the hall. Two of

about equal size below ; one large room and two recitation rooms above. It is not large enough, and we shall have to put up an addition soon. Is warmed by large size Chilson furnace.

4. We have some Chemical apparatus and full sets of large Geographical, Astronomical and Physiological Maps, the whole costing about \$200. We have no library belonging to the school.

5. School is divided into three departments, Primary, Secondary and Higher.

6. We have at present, five teachers, and employ some of the more advanced scholars to hear classes in addition.

Salary of Principal, (a graduate),	\$750
Male assistant, "	500
Female, Higher deparment,.....	300
" Primary "	200
" " "	200

7. Scholars on roll, about.....	300
Average attendance,.....	275

8. No regular course of study has been prescribed. We have classes in Greek, Latin, French and German languages, Philosophy, Chemistry, Algebra, Geometry, Physiology, Astronomy, Botany, and in all the common English branches.

9. Quite a number of students have been fitted for College in our school, some for advanced classes in College ; and several have gone from this to the Normal School. Our records do not show names or number of these, and I am not able to state who or how many, nor what Colleges they have attended.

10. It is, I believe, pretty generally admitted that with proper discipline in a school, the co-education of the sexes in a school has decided advantages over the other system. The experience of our school would certainly lead us to this conclusion.

11. Our school is not entirely free to citizens of the district, though the rate-bill is merely nominal. It has been our experience, when we have had the best, and even most expensive school (by employment of first class teachers,) the rate bill has been the lowest.

12. I was not a resident of the place while the school was under the old single district plan, but I am told by those who were, that the Union School plan has decided advantages in lessening expense.

I hardly feel that it is necessary to add a word as to the valuable and happy influence our school has upon the moral and intellectual character of our village. It has been our aim at all times to get the best teachers and sustain the reputation of the school as one of the best, if not the first in the State.

It enables parents to give to their children a first rate education at home, under their own supervision, and at very slight expense. It enables young men without means to prepare for an advanced class in College, without cost beyond what he is able to earn by needful exercise while in attendance on school; and thus many a young man whose ambition a few years since would have been beyond his means, is enabled to graduate, and fit himself for any calling or profession he may choose to select.

Its influence on community is what every right-thinking man would expect, salutary, morally as well as intellectually; for it is now pretty generally admitted that the cultivation of the intellect and heart must go on together to fit men for influence and usefulness.

Truly, Yours, &c.,

W. J. BAXTER.

The following are the three concluding paragraphs in Mr. Baxter's history of the school, to which he refers in the introduction to his present report.

It has been the aim of the board and the district, to afford facilities for education in this *district school*, equal to those afforded by the best academies and grammar schools of the country. Especial attention has been paid to those preparing themselves for teachers. Classes in Latin, Greek, Spanish, Chemistry, Algebra, Geometry, &c., have been advanced considerably beyond what is usually required for admission into even an advanced class in college; and yet there has been no want of attention to the minor and rudimental branches. Indeed, it has been found that much greater thoroughness has been secured in elementary studies than is usually attained in schools where these studies are alone pursued, and the general effect has been to secure an unusual degree of thought, attention and mental development.

The experience of this school has shown that as a matter of economy alone, it is *poor policy* to employ *cheap* teachers—that when the district has paid the highest wages, and secured experienced and highly educated teachers, the cost of tuition per scholar has been least.

It has shown, too, the practicability and the policy of affording facilities for the study of the classics, and the higher branches of English in our district schools. A large proportion of the youth of our country have access to no other schools; and though their parents or guardians could not be induced to send them to academies or colleges, they are ever ready to afford them facilities for the attainment of *all the knowledge* to be obtained in the *district school*. Let these be made what they should, and what they may, without any greatly increased expense, and we shall have no need of academies and grammar schools.

W. J. BAXTER.

NILES UNION SCHOOL.

NILES, January 12, 1858.

HON. IRA MAYHEW, *Sup't Public Instruction* :

DEAR SIR:—In the year, A. D. 1851, our District School was reduced to an average attendance of $10\frac{1}{2}$ a day per term—the district containing four or five hundred scholars. The Teacher received \$15 per month, board included. The District Board resolved upon a change, and offered a suitable salary, and obtained a competent Teacher. His room soon filled to overflowing. The District having but one room, another was rented, and a good Teacher employed. This room soon filled, and so on until the fifth room was full, and no other could be obtained. This led the School Board to think of the necessity and propriety of building a School-house. The interest in the School having so increased, they hoped they might reach the people's pockets; and while they saw the necessity of a large house, feared to ask for much at first, lest they, as one said, when it was proposed to ask for \$10,000, "frighten the people to death, and defeat the object," they concluded to ask for \$2,000 at the next meeting; but it failed, and those asking for so large a sum were looked upon as fanatics. They were willing to compromise and vote \$200 a year, for two years, and build a house. The next year a vote was obtained to raise \$3,000, against a terrible opposition; but when the tax was partly collected, the opposition was so great and bitter, that it was resolved by the School Board to pay back what was collected and collect no more. This the enemy looked upon as a final triumph.

After a few weeks calm, the person who had been charged with getting up the former excitement, was found circulating a petition in an adjoining District, for the people to ask to be annexed, that they might "build a School-house large enough to accommodate all the children in the Dis-

trict." The District Board, to stop his mad career, called a School-District meeting, and got a vote passed unanimously to remonstrate with the School Inspectors; but, as with lunatics generally, opposition only increased his vigor, and he continued until, by laboring with each, all in the District, save four, were persuaded to sign his petition, and they were annexed. He then went to each individual in the original District, with a petition for the "Director to call a School-District meeting, to vote money to build a house large enough to accommodate all the children," and obtained one hundred and forty names,—making over two hundred committed in favor of a large house. The meeting voted to raise \$10,000. This was in May; and in September, to make it sure, it was voted again, and in the winter collected.

A plan for a house was obtained in March, that it was estimated would cost \$20,000. A meeting was called to borrow money, if the plan was approved. They voted to borrow, \$10,000. After a while, it was ascertained that more would be needed, and a vote to borrow \$8,000 more was obtained.

The Director expended, last year, \$1,500, as "necessary appendages," which was voted in September, and has since expended \$300 or \$400 more, which completed the house—making about \$30,000.

Our experience has demonstrated that the people can be induced to tax themselves almost any sum, where they are shown that their children are to be benefitted; also, that almost anything may be accomplished by untiring zeal and energy. The value of property has so increased, that each tax-payer has made money by the investment.

Our School opened in September, 1857.

The site is 40 rods long, by 16 wide, beautifully ornamented with native oak and hickory trees.

The house is 100 feet long, by 40 wide, with a projec-

tion of four feet on each side, in the centre, 34 feet long, and a portico in front, 8 feet by 34. The basement is 34 by 48 feet, 7 feet high, for furnaces, &c. First and second stories, 15 feet high, and third-story, 18 feet.

No Apparatus yet.

Departments four, viz: Primary, Junior, Senior, and Academic.

One male Teacher, salary \$1,000. Seven female Teachers,—three at \$400 each; two at \$350 each; one at \$300, and one at \$250.

The average attendance is four hundred and twenty, and is now constantly increasing; bids fair, ere long, to be six hundred.

Having only last term obtained an experienced Principal—which is all-important to the success of such a School—the course of study is not fully established.

Where the sexes are educated together, they are more ambitious to be in order, and prompt in their recitations; are more easily governed, and make better progress.

About two-thirds of the expense of our School is raised by rate-bill.

Tuition is less expensive in Graded and well-classified Schools than in others, and better when competent, experienced and popular Teachers are employed, as they have fewer classes, and more time for each class; and a competent Teacher can gain the attention of a large class as well as a small one; and having his attention fixed upon a few studies, can be better posted, and more prompt; indeed, should be always ready.

Very respectfully,

SAMUEL NILES.

ONTONAGON UNION SCHOOL.

ONTONAGON, MICH. SCHOOL DISTRICT No. 1, }
February 9th, 1858. }

TO IRA MAYHEW, ESQ., *Supt. of Public Instruction, Lansing:*

SIR—Your Circular of Dec. 28, 1857, has just reached me, *via* Superior City, Wisconsin, and I at once proceed to answer your several queries.

1. Our school-house was not finished ready for the furniture till the middle of December, but it is the earnest intention of the board to have every thing ready for the early commencement of a Union School in the Spring.

2. The school-house occupies a block 300 by 100 feet. Streets and alley on all sides.

3. The school-house is a frame building 40 by 60 feet, 2 stories high, with a cupola, and has already cost \$3,500 besides the cost of the site.

11. It is intended to be a Free School. We have raised \$1,200 to apply on teachers' salaries.

When we get every thing complete, and the school in full operation, we will be better able to answer the balance of your queries.

There are this winter three select schools in this village, all well attended.

Yours Respectfully,

JOHN GREENFIELD,

Director.

PORT HURON UNION SCHOOL.

PORT HURON, JAN. 18, 1858.

HON. IRA MAYHEW, *Superintendent of Public Instruction:*

DEAR SIR—Your Circular, asking information in relation to the success and usefulness of the Union School effort in the State, was handed to me by one of our School Board,

who wished me to answer it. I will endeavor to do so briefly.

The Port Huron Union School was established in the fall of 1849, and has been in successful operation since that time.

The size of the site is 100 feet square, fronting on a Public Park 200 feet square, and is enclosed with a good post and rail fence. The House is 70 feet in length, 30 in width, costing about \$2,500. About \$30 worth of apparatus.

No. of Departments, 3. 5 Teachers—4 female and 1 male. Female from \$4 to \$5 per week; Principal \$800 per year; costing in all, for salaries for the year, about \$1,600.

Average No. attending School, 200.

We have the following branches taught in School, viz: Reading, Writing, Orthography, Book-Keeping, Prof. Davies' Mathematical Course, English Grammar, Geography, Astronomy, Physiology, Philosophy, and Chemistry. Advantages do result, in our experience, from the co-education of the sexes.

The expenses of the School are met in part by a Rate Bill.

Tuition is less, under the Union School organization, than under the Single District arrangement.

The Union School System is calculated to produce a good influence upon the community. I am well satisfied, from my experience of 4 years under the District organization, and 9 under the Union School, in this place, that it is in every way very desirable, and highly satisfactory to the community.

There are some things I would be pleased to dwell upon more at length, but time will not permit at present.

Very respectfully yours,

A. CRAWFORD,
Principal of Union School.

YPSILANTI UNION SCHOOL.

HON. IRA MAYHEW, *Sup't Public Instruction* :

SIR:—Your Circular of December 28th last, was duly received. A categorical answer to your several questions, would, in substance, be as follows :

1st. Our Union School commenced in 1848.

2d. Size of site, 15 by 16 rods.

3d. Our old building, which was burned in March last, cost about \$15,000. We are now rebuilding, at a cost of \$40,000. Our building has three stories above basement. Length of front, 120 feet; depth of wings, 70 feet; depth of transept, 93 feet. First story, 20 feet; second and third stories, 16 feet each; basement, 9 feet.

4th. We had, before the fire, \$500 worth of well-selected Chemical and Philosophical Apparatus. Though damaged some, we have still enough to illustrate Elements of Chemistry and Philosophy. Our Library is nominal.

5th. Four Departments: Primary, Secondary, Grammar, and Academical.

6th. We have two male Teachers—one at \$1,000, and one at \$700; and nine female—one at \$450, two at \$300, and six at \$200 each. Aggregate, \$3,950.

7th. The number of Scholars in attendance, on account of the loss of our School-building, the present year, does not make a fair show in this respect. Five hundred is about the average,—which should, in other circumstances, be two hundred and fifty more.

8th. The Course of Study I give in substance as follows. Some studies may have been omitted, in stating it from memory :

PRIMARY DEPARTMENT.

Alphabet; through Webb's series of Normal Readers to one-half of Third; Primary Geography, and Stoddard's Mental Arithmetic.

SECONDARY DEPARTMENT.

One-half Webb's Third Reader, with Fourth; Six Chapters in Stoddard's Intellectual Arithmetic; Fundamental rules in Practical Arithmetic; Intermediate Geography, through North America, with Map Drawing; Spelling; Writing; Reading, &c.

GRAMMAR DEPARTMENT.

Webb's Fourth Reader; Stoddard's Arithmetic; Practical Arithmetic, and Intermediate Geography, finished; Parley's Universal History; Clark's Primary Grammar, with Declamations and Compositions weekly, and Reading, Spelling and Writing.

ACADEMICAL DEPARTMENT.

Elocutionary Reader; Davies' University Arithmetic; Davies' Elements of Algebra and Bourdon; Davies' Geometry, and Plain Trigonometry; Clark's Grammar; English Analysis; Ancient and Modern History; Natural Philosophy and Chemistry; Geology; Physiology; Logic; Rhetoric; Elements of Criticism; Evidences of Christianity; Original and Selected Declamations and Compositions, weekly.

A full preparatory Classical Course runs through the Grammar and Academical Course, at the option of the student. Also, French, German and Music are regularly taught, to those desiring it.

9. During last year, seven have gone to the University, to the Classical Department, and three to the Scientific; and more or less, for the several years preceding, have been fitted for the University and other Colleges.

11th. Our School is free to the inhabitants of our District.

12th. Tuition is less expensive, under the Union School organization, than under the former single District arrangement.

We regard our *Union School* as an eminent success. We are reducing it more and more to system, and it is securing the confidence of all. We shall soon have the largest, most costly, tasteful and convenient Union School-building in the State. We mean also to keep as far ahead in our Teachers as in our accommodations. A stinted and narrow policy will not make a successful Union School.

Since the loss of our old School-building, in March last, Districts No. 2 and 3 have united with us, so that our District now comprises the whole village and immediate vicinity. We have over one thousand legal scholars, and near one million dollars of assessed property. The District owns three brick School-houses, beside the central building; all which, with two temporarily supplied, are now crowded with Primary Scholars, in their respective localities. The moral tone of our School is high, and its influence on the town of a most desirable character. We take a peculiar interest and pride in it, and mean that it shall remain, as we think it has hitherto been—the *best Union School in the State*. A high mark, but we shall reach it, and maintain it.

Yours, truly,

D. B. GREENE,

Secretary School District, No. 4, Ypsilanti, Mich.

SCHOOL TEACHERS' LIBRARY.

The "School Teacher's Library," consisting of six 12 mo. volumes, published by A. S. Barnes & Co., embraces the following works:

Theory and Practice of Teaching: By David P. Page, A. M., late Principal of the New York State Normal School.


The Teacher and the Parent: By Charles Northend, A. M., Superintendent of Public Schools, Danvers, Mass.

The Means and Ends of Universal Education: By Ira Mayhew, A. M., Superintendent of Public Instruction in Michigan.

American Education—Its Principles and Elements: By Edward Mansfield, Author of "Political Grammar," &c.

American Institutions and their Influence: By Charles De Tocqueville; with Notes, by Hon. John C. Spencer.

The Logic and Utility of Mathematics, with the best methods of Instruction, explained and illustrated: By Chas. Davies, LL. D.

 This list will be extended in an edition of the "School Laws of Michigan," now in course of preparation by the Superintendent of Public Instruction.

STATE TEACHERS' INSTITUTES.

Of a large number of Resolutions adopted at the conclusion of the various Teachers' Institutes held under the direction of the Superintendent, from 1855 to 1857, it is deemed due alike to the cause of Education, and to the Teachers engaged in imparting instruction in these Institutes, to submit *specimens*, which may be regarded as indicating the esteem in which the Institutes have been held by Teachers in attendance upon them, and by the communities in which they have been held.

INSTITUTE AT ROMEO, commencing Sept. 10th, 1855.—Geo. K. Newcombe, Esq., the Secretary of a large and enthusiastic meeting held at the close of this Institute, communicated to the Superintendent the following resolutions, which were, as he says, adopted by acclamation :

“ *Whereas*, We have enjoyed the privileges of the State Teachers' Institute, whose session in this place is now just closed, and have received from it great pleasure, coupled with most valuable instruction, and have been led to enlarged views of Education, and of our educational necessities as a State, and those of us who are Teachers have been induced to renewed efforts in attaining excellence in our profession ; therefore,

“ *Resolved*, That we tender our most hearty thanks to the people of the State of Michigan, and to the Honorable, the Superintendent of Public Instruction, with the other members of the Board of Instruction, for placing within

our reach means of so great profit to ourselves, and through us as Teachers to the entire educational interests of this region.

"Resolved, That we regard it of the utmost importance that the system of itinerant Normal Schools thus begun be continued, since incalculable good has already been accomplished by it, and since we can safely predict for it, during another season, the removal of the circumstances and prejudices which have been so unfavorable during this, and a consequent far more general attendance of Teachers."

Other resolutions were adopted at this Institute, relating to Music in the Institute, to the hospitality of the citizens of Romeo, to the Journal of Education, and to the communication of resolutions adopted, to the Superintendent of Public Instruction, and to papers in the county and State.

INSTITUTE AT GRAND RAPIDS, commencing Oct. 2d, 1855. Mr. Chesebro, the Secretary of this Institute, communicated to the Superintendent, after its close, a series of resolutions adopted by the Institute, of which the following are a part :

"Whereas, New, untold, and momentous responsibilities are thrown upon this nation, arising from the age in which we live, from our position among the nations of the earth, and from blood-bought privileges and trusts received from patriotic ancestors ; and, *whereas,* it is Education alone that can prepare us to meet these responsibilities ; therefore,

"Resolved, That we will ever consider the great cause of Education as having such claims upon us as justly to engage our warmest affections, and to enlist our most earnest efforts.

"Resolved, That it is the duty of teachers to cultivate not only the intellects of their pupils, but also their moral and physical powers ; and that an education in which any one of these branches is neglected, is imperfect.

“Resolved, That we regard females equally competent with males for the high vocation of teaching, and that they should receive equal compensation for equal service rendered.

“Resolved, That any system of education which does not provide for the instruction of teachers in the responsible duties of their high calling, is materially defective.

“Resolved, That Teachers’ Institutes are important aids in this great work, and that they should be sustained by all who would aspire to the office of instructor, and by all who wish to elevate the character of Primary Schools.

“Resolved, That while we are grateful to the Legislators of Michigan for the establishment of Teachers’ Institutes, we hold that, in consideration of our increased ability to benefit the rising generation, the people have but transferred the funds appropriated for this object from one of their pockets to the other, reaping at the same time, a large per cent. of profit in the transit.

“Resolved, That regarding Vocal Music as of vast importance in our schools, we hereby tender our heartfelt thanks to those who have assisted us in this matter during the session of this Institute.

“Resolved, That our thanks are due to the Honorable Ira Mayhew, Superintendent of Public Instruction, and to the Board of Instruction, for their noble efforts to elevate the standard of Education in the State of Michigan.”

Other resolutions were adopted, inviting School Inspectors to a more rigid examination of teachers, and to a more frequent visitation of schools; in favor of efforts to extend the circulation of the Journal of Education; expressive of grateful remembrance for the valuable instructions of Teachers and Lecturers before the Institute; returning thanks to the Clergy of the City, to the Trustees of the Congregational Church, and to the Board of Education, for the gratuitous use of their respective buildings; and a

resolution communicating the proceedings of the Institute to the Superintendent of Public Instruction, and to certain papers for publication.

INSTITUTE AT CASSAPOLIS, commencing March 17th, 1856.
—Rev. E. P. Clisbee, Secretary of the Institute, and a resident Clergyman, prepared a statement for the Cass County Tribune, expressive of the sense of the community, there having been a large attendance of the citizens of the place, and of the community, upon both the day and evening sessions of the Institute. This statement, which was made and published over his own signature, as Secretary of the Institute, is as follows :

“Your readers will be glad to learn of the success of the Teachers’ Institute just closing in this place. We have been most happily disappointed, both as to the number present, and the interest manifested by Teachers and citizens, in the various exercises. The roll of the regular members of the Institute contains the names of sixty-two Ladies and forty Gentlemen; and by the aid of our citizens, the Court-room has always been filled. Thorough instructions have been given in Grammar, Elocution, Arithmetic, Book-keeping and Geography; but more particular attention has been bestowed upon the *method of teaching* these and other branches in Common Schools.

“The evenings of the Institute have been occupied by Lectures and Discussions, by the Board of Instruction and others; and the marked attention paid on every occasion augurs well for the educational interests of our place and its vicinity. Our able Superintendent deserves our highest gratitude for the successful manner in which these Institutes are conducted, and for the choice Board of Instructors he has selected.—That Teachers’ Institutes are a great benefit to the cause of Education, *we think* no one who has been an eye-witness will ever have reason to doubt; and

it is to be hoped that the day is not far distant, when they shall be considered one of the permanent institutions of the country."

The Superintendent was personally present at all of the State Teachers' Institutes held previous to this time, and upon some of those subsequently held. He has, however, been unable to be in attendance upon any of those noticed below, his attention having been at the time imperatively required by other departments of official labor.

INSTITUTE AT HOWELL, commencing Sept. 3d, 1856.—The following are among the resolutions adopted at this Institute:

"*Resolved*, That we regard Teachers' Institutes of vital importance to the educational interests of our State.

"*Resolved*, That the manner in which the present Institute has been conducted, merits and receives our unqualified approbation; and that the Professors who have had charge of this Institute have evinced the wisdom of our Honorable Superintendent of Public Instruction in their selection."

INSTITUTE AT CENTREVILLE, commencing Sept. 22d, 1856. Among the resolutions adopted by this Institute are the following:

"*Resolved*, That we consider Teachers' Institutes one of the most effectual means of increasing the interest in education, and of raising the standard of Teachers' qualifications to what it should be.

"*Resolved*, That the series of Lectures at this Institute has been of the most interesting and instructive character, and that we have listened to them with the greatest pleasure and profit.

"*Resolved*, That we return to our schools and homes with

enlarged views of the teacher's duties, and better prepared to discharge those duties than we have heretofore been."

INSTITUTE AT OWOSSO, commencing April 13th, 1857. The Owosso American, edited by Dr. Barnes, who took a deep interest in the Institute, contains in an editorial notice the following statement :

"In consequence of ill health, the Superintendent of Public Instruction has not been present ; consequently the charge of the Institute has devolved upon Geo. M. Dewey, Esq., who has acted in the capacity of Assistant Superintendent.

"Mr. Dewey has lectured daily upon Meteorology, Physical Geography, and Primary Instruction. Mr. Dewey evinces a fund of knowledge upon the various subjects on which he has lectured, and we believe he has given entire satisfaction to those who have been in attendance. This gentleman has given four public lectures which were highly interesting and well attended. Mr. D. is an efficient, practical teacher ; and with his habits of industry, and untiring mental energy, he is bound at no distant day to rank among the first educationists of the land.

"Geo. S. Jewelle, Esq., has occupied the position of Prof. in Mathematics and Natural Philosophy. Few scholars will surpass Mr. Jewelle in the branches which he has taught.

"Geo. K. Newcombe, Esq., has lectured upon English Grammar. Mr. N. is well known to the citizens of this place to be a proficient in that department.

"Phineas Graves, Esq., from Albion, has lectured daily upon Penmanship, Book-Keeping and Orthography. Those who have given attention to these branches express themselves highly pleased with his manner of teaching."

The following resolutions were unanimously adopted by a Citizens' Meeting at the close of the Institute :

Resolved, That our Primary School being the basis of our whole educational system, and the great agent which in the present state of things is to secure the education of the youth of the land, we will cherish it and do all we can to make it in every good sense the People's College and our Country's Hope.

Resolved, That the Teachers' Institute that has been held in this place during the past two weeks, under the direction of Mr. George M. Dewey, Assistant Superintendent of Public Instruction, assisted by Messrs. Jewelle, Graves, Guile and Newcombe, has been not only highly interesting to the citizens of the place, but must prove of great benefit to the teachers and schools of our county.

Resolved, That the gentlemen who have been engaged by the Superintendent of Public Instruction, to labor in this Institute, are entitled to the gratitude and thanks of this community, for the able manner in which they have performed their duty.

Resolved, That the thanks of all who have attended the evening sessions of the Institute, are due to our friends who have added so much to our enjoyment, by their chaste and appropriate selections of music.

INSTITUTE AT JONESVILLE, commencing Sept. 14th, 1857.
—The following resolutions are from the proceedings of this Institute, as published in the local press:

"Inasmuch as during the past two weeks it has been our privilege to enjoy one of those opportunities for pleasure and profit so rarely afforded us, in order to testify our appreciation of the utility of Teachers' Institutes,

"*Resolved*, That we regard a well-conducted Teachers' Institute as one of the most efficient instrumentalities for qualifying Teachers for their work, by bringing clearly before their minds WHAT they are to teach, and HOW TO

TEACH; by enlarging the conceptions of Teachers' responsibilities, and by stimulating them to more earnest endeavors to succeed in the profession upon which they have entered; and of value to them not only by enhancing their personal fitness, but also, indirectly, by arousing a healthful ambition among the older pupils whose privilege it may be to attend, and by awakening in all minds a permanent interest in the educational movements so characteristic of our State.

"Resolved, That, sensible of the superior advantages we have enjoyed during the course of the Institute now about to close, our warmest thanks are due to Professors Dewey, Jewelle, Sill, and Mayhew, for their untiring exertions to interest and instruct us."

Resolutions of like import with the preceding were adopted at the other Institutes, generally; but the preceding are sufficient to fully establish the claim set up in their behalf, in the body of this Report: (See pp. 13 to 16, and pp. 75 to 77.)

ASYLUM FOR THE DEAF AND DUMB, AND THE BLIND,
LOCATED AT FLINT.

As intimated in the Report *proper* of the Superintendent, (p. 81,) some information will here be given of this Institution, in which not only the friends of the Institution, but the people of the State, generally, feel a lively interest. The information here submitted to the public is derived from the exercises conducted on the occasion of the laying of the Corner Stone of the Main Edifice of the Asylum, on Wednesday, the 15th of July, 1857, which, so far as known to the Superintendent, has not hitherto been given to the public in a form more permanent than that of a newspaper article.

After music, the exercises were opened with prayer by the Rev. George Taylor. Letters of apology were read by the Secretary, from the Superintendent of Public Instruction, Dr. Z. Pitcher, and others, from our own State, and from Dr. H. P. Peet, of the New York Institution for the Deaf and Dumb, and Thomas Gallaudet. The Rev. B. M. Fay, the Principal of the Institution, in an Address, then gave the following

HISTORY OF THE ASYLUM.

Mr. President, Ladies and Gentlemen:

It has been thought appropriate to this occasion that some reference should be made to the history of our Institution. But such history must necessarily be brief, as the Asylum is only about three years of age, though if we

reckon from the time of its conception, it is three times three.

The whole Western Country, in fact, has no *history*. The men are now living who saw it when it was an unbroken forest. Not so many persons, as are present on this occasion, existed in all this vicinity one quarter of a century ago. But though quite limited in reminiscences of the past, we have a glorious *future*.

In public gatherings for such an occasion as this, in the *old* world, and in the eastern portion of the *new*, an audience may be entertained with an unbroken line of history, extending into many centuries of the past, may be pointed to structures and monuments, to the works of civilization and art, that have stood unchanged during all those centuries. With them, the chief topics of interest are in the past. Ours, I repeat, are in the future.

But even in the old world, the history of the art of instructing the Deaf and Dumb and the Blind, extends not far into the past.

In former times, the Deaf and Dumb were regarded by philosophers and by public sentiment, as idiots and brutes, entirely incapable of mental or moral improvement. They were cut off from all social and political privileges, from the ties of family affection and from the consolation of religion, so freely offered to every condition of wretchedness.

And so with the Blind: long ages passed, in which they received no other sympathy than the mere pittance conferred upon the common beggar by the way-side. They dragged out their weary lives in sullen despondency, regarded by themselves and others as monuments of the Divine displeasure.

It is less than a century ago that the first permanently successful efforts were made to instruct the Deaf and Dumb. The Abbe De L'Epee, in France, a man of rare piety and mental acquirements, devoted his life and his fortune to this philanthropy.

He was succeeded by the Abbe Sicard, who founded the Royal Institute of Paris, which has ever been and is still the best conducted and most useful Institution of Europe, and from which those of our own country derived, in the beginning, their principles of organization and instruction.

The first Institution of the kind in America, was established at Hartford, Connecticut, in the year 1817. Rev. Thomas H. Gallaudet, a truly christian gentleman, with high literary endowments, while residing in Hartford, became interested in a little Deaf and Dumb girl, the daughter of one of his neighbors. While playing with other children in his father's garden, Mr. Gallaudet was attracted to her unfortunate condition, and attempted to instruct her in the use of letters and the names of objects. Her father, Dr. Cogswell, had intended to send her to London or Edinburgh to be instructed; but these efforts of Mr. Gallaudet awakened an interest which led to inquiries as to how many there were in the same unfortunate condition, and it was found that there were eighty young Deaf and Dumb persons in the State of Connecticut who ought to be educated, and a proportional number in the other New England States. The result was, that several prominent citizens of Hartford, contributed funds to send a suitable person to Europe, to acquire the art of instructing the Deaf and Dumb. Mr. Gallaudet was selected as the person, who repaired immediately to London, and to the Deaf and Dumb Institution of that city, where, after long and exceedingly embarrassing attempts to obtain admission, he was finally rejected; and from thence to the Edinburgh Institution, where he was also rejected, because from a selfish and narrow-minded policy they were unwilling, and professed to be under bonds not to reveal the secret of the art of instructing the Deaf and Dumb. Truly enough—as Mr. Gallaudet himself exclaimed—"Sad monopoly of the resources of benevolence!"

But by the noble and generous Sicard, Mr. Gallaudet was invited to Paris, where he received every facility that could be afforded for obtaining the information desired, and finally prevailed on Laurent Clerc, a Deaf Mute—who had been one of its most distinguished pupils, and was at that time a teacher in the Royal Institute—to accompany him to this country.

Thus were the efforts of Mr. Gallaudet, at last, crowned with complete success, and the art of instructing the Deaf and Dumb transplanted from France to the United States, in the person of Laurent Clerc, who has been from that time to this, a teacher in the American Asylum, at Hartford,—a man of high moral and intellectual attainments, greatly respected and beloved. The Directors of the American Asylum have, quite recently, granted him an honorable discharge from active service, with an annual pension of twelve hundred dollars for the remainder of his life.

Among other interesting incidents, he relates this of himself: "I was about twelve years old when I arrived at the Abbe Sicard's school. I was endowed with considerable intelligence, but nevertheless I had no idea of intellectual things. I had, it is true, a mind, but it did not think; I had a heart, but it did not feel. My mother, affected at my misfortune, had endeavored to show me the heavens, and to make me know God, imagining that I understood her; but her attempts were vain. I could comprehend nothing. I believed that God was a tall, big and strong man, and that Jesus Christ having come to kill us, had been killed by us, and placed on a cross as one of our triumphs."

A monument, in front of the American Asylum, has been erected to the revered Gallaudet, by educated deaf and dumb persons, at a cost of two thousand five hundred dollars—the entire sum contributed by the deaf and dumb—

the monument designed by a deaf and dumb artist, and engraved by a deaf and dumb sculptor. None but deaf mutes were allowed to contribute a cent nor touch a hand to the work. The man was eminently worthy such a tribute of gratitude and respect.

From the commencement at Hartford to the present time, there has been a gradual increase in the number of Institutions for the deaf and dumb in this country. Only a few years later, an Institution went into successful operation in New York, under the management of Dr. Harvey P. Peet ; who had acquired the art of instructing the deaf and dumb at Hartford, and who, by his able and valuable annual reports and other documents—by his tour of visits to European Institutions and publication of the same, by his text books, entitled “ Courses of Instruction,” which are used in most of the Institutions in this country, and by the teachers which he has qualified and sent out to the Western States—has contributed a vast influence in aid of deaf mute instruction. In this connection honorable mention should be made of the eminent services of Messrs. Weld, Turner, Porter, Barnard, Day and others, but time will not permit. Twenty-nine States of the Union now make provision for the education of the Deaf and Dumb, for the most part by appropriation from the several State Treasuries. An Asylum is just now going into operation in Texas, and another in Washington City, District of Columbia, to be called the Columbia Institution, at the head of which is a son of the celebrated Gallaudet ; and I am very sorry to say that one of our own teachers has, a few days since, been invited to that field of labor as first assistant teacher, and deems it his duty to accept the invitation.

Hon. Amos Kendall has given to the Columbian Institute a house and lot near his own residence, about a mile north of the Capitol. This house is to be put in order and used for the purposes of the Institution. Mr. Edward M.

Gallaudet, the Principal, is to be assisted by his mother, the widow of the distinguished pioneer in Deaf Mute Instruction in America, herself a Mute and one of her husband's first pupils.

It has been ascertained that the proportion of Deaf Mutes to the whole population of Europe, is one in one thousand five hundred and thirty-seven; in Great Britain, one in one thousand six hundred and twenty-two; in the United States, one in two thousand. The whole number of Deaf Mutes in the United States, is about twelve thousand; in the whole world, about five hundred and fifty thousand.

It is only three-fourths of a century since the first Institution was established for the education of the Blind, at Paris, by the Abbe Haüy, who invented a method of printing books for the use of the Blind, in embossed characters. Important improvements have been made upon Haüy's invention, since his time, and the Institution which he established is now the Royal Institute of Paris, and the largest in Europe.

It is a quarter of a century since the first Institution for the Blind was established in our own country, at Boston, Massachusetts, under the direction of Dr. Samuel G. Howe, a distinguished philanthropist, and distinguished also as the eminently successful pioneer of this enterprise in the United States. Hon. Thomas K. Perkins presented to the Institution his own elegant mansion, in one of the pleasant streets of Boston—an act which has entitled him to the lasting gratitude of all who love the benefactors of their race.

About the same time an Institution was commenced in New York; and soon after one was established at Philadelphia by Prof. Freeland. This gentleman, whose sympathies were early enlisted in behalf of the blind, left his native country, Germany, and on arriving at Boston, finding that his benevolent intentions had been anticipated, he proceeded to New York and Philadelphia, and finally conclu-

ded to commence an Institution at the latter place. By his pupils he was loved as a father. He died before he had accomplished all that his great heart had projected. His grave, among strangers, is marked only with a plain marble slab. But the tears of the sightless have watered the place where repose the remains of this eminent philanthropist.

There are now Institutions for the Blind, also, in Ohio, Indiana, Illinois, Wisconsin, Iowa, Kentucky, Tennessee, Virginia, North Carolina and Louisiana; and in other States, Legislative appropriations are made, to be expended in adjoining Institutions. Virginia, North Carolina and Louisiana unite Deaf Mutes and the Blind, in the same Institution, as we are doing in the Michigan Asylum.

In whose mind the idea of Asylums in Michigan was first conceived, or what peculiar circumstances, if any, led to it, I have not been able to ascertain. Hon. Edward H. Thomson was in the Legislature of 1848, when the first action was taken in the matter, and was instrumental in procuring the passage of a bill, establishing the Asylums. Others doubtless united with him in this movement, but their names are not on record.

The first recorded action is the passage of a joint resolution, approved February 29th, 1848, that "our Senators in Congress be directed, and our Representatives requested," to use their efforts to procure a grant of land from the General Government, sufficient for the erection of Asylums for the Insane, and also for the Deaf and Dumb and the Blind.

An act was passed at that session—as stated above—establishing the Asylums, and appropriating eight sections of State Salt Spring Lands for the erection of suitable buildings; ours to be called the Michigan Asylum for Educating the Deaf and Dumb and the Blind.

The government of said Asylums was vested in a Board of Trustees, of five members, elected annually by the Legislature, but the first Trustees under this act to be ap-

pointed by the Governor. Trustees to have the control of the Asylums—to appoint a Principal for each, whose respective salaries should not exceed eight hundred dollars per annum—said Principal to nominate for the action of the Board all necessary subordinate officers, and dismiss them for insufficiency or misconduct. Trustees to be judges of the ability of candidates for admission to defray their own expenses, and require parents and guardians, in all cases, to pay the necessary expenses, where they possess the ability, otherwise the same to be defrayed out of the Asylum funds. Board authorized to receive proposals for donation of lands, money or other materials for the location and building of Asylums—shall appoint one of their number Acting Commissioner, whose duty it shall be to make immediate selection of lands appropriated, and shall also have the superintendence of the erection of buildings, under the direction of the Board, his salary not to exceed eight hundred dollars.

In his message to the Legislature of 1849, Gov. Ransom says, that as the lands could not be made available for the erection of buildings, and no other funds had been appropriated for that object, and none to pay for the services or expenses of the Trustees, he had deemed it expedient to defer their appointment; and recommends that nothing further be done under the act, till the lands can be sold, or funds drawn from some other source, to enable the Trustees, when appointed, to carry out the humane and important objects of the trust. He reiterates the recommendation that provision should be made for the establishment of these benevolent institutions, at the earliest period practicable.

At this session the act of 1848 was so amended that, instead of eight, fifteen sections of Salt Spring lands were appropriated.

A joint resolution was again passed, that our Senators

in Congress be directed, and Representatives requested to use their efforts in procuring a grant of thirty thousand acres of land for the Asylums.

To the Legislature of 1850, the Board of Trustees, consisting of Charles C. Hascall, Charles E. Stuart, John B. Cook, C. H. Taylor and Elon Farnsworth, made their first report; in which they state that the Village of Flint had been selected as the site of the Asylum for the education of the Deaf and Dumb and the Blind; from the citizens of which they had received three thousand dollars, by notes payable in six, twelve, and eighteen months, and, also ten acres of land, the proceeds of which were to be applied to the erection of buildings, and supposed to be worth one thousand dollars; and ten additional acres of land, donated for the site of said Asylum. They urge the importance of having the Institution go into operation as early as possible; and that funds besides those derived from the Salt Spring lands are essential. That as the Deaf and Dumb and the Blind can not partake of the benefit of the common schools, a portion of the common school fund should be set apart for their benefit as a public Institution; they urge finally, as reason for early action in the matter, that the promissory notes which had been given, should a long time elapse before they were collected, might fail of ever being collected at all.

Gov. Barry, in his message, calls the attention of the Legislature to the fact, that there are not sufficient endowments for the Asylums.

At that session, ten additional sections of Salt Spring lands were appropriated; also the sum of five thousand dollars out of the general fund; but no more than one thousand to be drawn within one year of said act, nor more than three thousand the year following, or in any year thereafter; the State to be reimbursed the said five thousand dollars, by the proceeds of the sales of the Salt Spring lands selected for the Asylums.

The State Constitution of Michigan, as ordained in 1850, Article 13, Section 10, reads thus: "Institutions for the benefit of those persons who are Deaf and Dumb, Blind or Insane, shall always be fostered and supported."

In 1851, the Trustees reported that the establishment of an institution for the Insane was an object of more immediately pressing necessity than the other institutions proposed; that the Deaf and Dumb and the Blind might be comfortably supported in their own families; of course deprived of the advantages of instruction. Much the larger portion of the report (which is an able one) is devoted to the consideration of the Insane. They discuss the question of uniting Deaf Mutes and the Blind in the same institution, and finally recommend it. They had been advised by no less authority than Dr. Samuel G. Howe, of Boston, to build a small school-house in some central portion of the State, and let the Deaf and Dumb and the Blind board in families adjacent, and attend school; a plan which has not been adopted by a single State in the Union, not even by Dr. Howe himself.

Gov. Barry, in his message, says again, that the means appropriated for the Asylums are entirely inadequate.

A vote of thanks was tendered to Hon. Elon Farnsworth and Hon. Charles H. Taylor, Secretary of State, for eloquent addresses in the Hall of the House of Representatives, on the condition of the unfortunate Deaf and Dumb, the Blind, and the Insane.

In 1853, (the first of the biennial sessions) the Trustees report that the Salt Spring lands are estimated to be worth two dollars per acre; sixteen thousand acres had been appropriated, which would amount to thirty-two thousand dollars, but the sales would be slow for a few years to come, at least.

They say that estimating our population at 450,000, a tax of \$10,000 would amount to less than two and one

quarter cents to each individual ; or, computing the cash value of the taxable property of the State at one hundred millions (and it could not be less,) the levy of a tax of ten thousand dollars, would be just one-tenth of a mill upon a dollar, which would be a tax of *ten cents* upon every thousand dollars of property valuation. So light a tax for so humane and beneficent a purpose, it was believed, no individual in the State would object to.

Upon the Asylum grounds at Flint, two hundred dollars of the amount donated by the citizens of that village, had been expended since the last report, in clearing, fencing and seeding.

Gov. McClelland, in his message, does not allude to the Asylum.

An appropriation was made of three thousand dollars out of the general fund, for the construction of buildings and other purposes, for the Asylum for the Deaf and Dumb and the Blind—making it the duty of the Trustees to adopt a plan for the building, on the site selected, advertise for proposals, make contracts with bidders, &c.; the three thousand dollars to be reimbursed to the general fund by the proceeds of the sale of lands appropriated to the Asylum fund.

The Trustees elected at that session, for the term of four years, were Sheldon McKnight, Bela Hubbard, Perly J. Spaulding, Israel Kellogg and James B. Walker. Mr. Spaulding afterwards declined the office, and Hon. John Barber was appointed in his stead, by Gov. Parsons. This Board organized by appointing Sheldon McKnight, President ; Bela Hubbard, Secretary ; J. B. Walker, Treasurer ; Israel Kellogg, Building Commissioner at Kalamazoo, and J. B. Walker, at Flint. They deputed two of their number, Messrs. Walker and Hubbard, to visit Eastern Institutions for Deaf Mutes, and for the Blind, with a view of

obtaining information which should govern them in proceeding to construct Asylums in this State.

The result of information thus obtained, was, that the Trustees deemed it advisable to open a school as soon as possible, in a suitable building rented for that purpose. Having procured such a building, and appointed the present incumbent Principal, advertisements and circulars were issued, giving notice that the Asylum would be open for the reception of pupils, on the first of February, 1854.

On the sixth of February, we received our first pupil—others followed, until the 18th of April, when we numbered twelve pupils—eleven Deaf Mutes and one Blind. With this number we closed the first session on the last of the succeeding July. After a vacation of two months, we commenced our second session, with twenty-one pupils—seventeen Deaf Mutes and four Blind.

The first Asylum building—designed for school-rooms—was commenced during the summer of 1854, and progressed as far as the funds which had been appropriated would warrant.

In their respective messages to the Legislature of 1855, both Gov. Parsons and Gov. Bingham made favorable allusion to the Asylums, and recommended that they be sustained.

At that session of the Legislature, amendments to the original act of 1848 were passed, making board and tuition *free* to all candidates from this State; and giving the Trustees power to increase the salaries of the Principals beyond the limitation which had been fixed; the salary of each, however, not to exceed eighteen hundred dollars. An appropriation from the general fund, of thirty-three thousand dollars was made, to complete the building already commenced, for the Deaf and Dumb and the Blind, and to defray the necessary expenses of the Institution for the years 1855 and 1856.

With the funds thus appropriated, the work on the building was recommenced, and carried forward until the spring of 1856, when it was so far ready to be occupied that we took possession of it, with forty-seven pupils and four teachers. The entire cost of the building was about thirty thousand, five hundred dollars.

During the session which commenced in the autumn of 1856—which is our present session—we had seventy-seven pupils—our present number—and two teachers were added. The whole number of persons occupying the new building—including pupils, teachers, servants and family of Principal—was ninety; a number greater than the building could accommodate, conveniently, for all the purposes required in such an establishment; hence was the necessity of commencing as soon as possible the construction of the main edifice; and the Trustees asked an appropriation, of the Legislature of 1857, for this purpose.

Gov. Bingham, in his annual message, said, "It is the dictate of sound policy as well as of humanity, that these great charities should be made effective for the accomplishment of the truly benevolent and praiseworthy objects for which they were established."

Up to this time the two Asylums, this and the one in progress for the Insane, at Kalamazoo, had been controlled by one Board of Trustees. But the last Legislature enacted that there should be separate Boards for each Asylum—each Board to consist of three members, to be appointed by the Governor; one for the term of six years, one for four, and one for two years.

It was also enacted, that where Deaf Mutes and the Blind, residing in this State, on account of their poverty, are unable to furnish themselves with suitable clothing and other necessary expenses for attending school at the Asylum, the Board of Trustees shall have discretionary power to render them such assistance, not exceeding

twenty dollars per annum, for each person; all such moneys to be charged to the county of which the person assisted was a resident.

An appropriation was made of seventy-five thousand dollars for two years, for arrearages, purchasing land, fencing lot, sustaining the Institution, and erecting buildings.

The Governor appointed Trustees—James B. Walker, for six years; Benjamin Pierson, for four years; and John P. LeRoy, for two years.

They proceeded, according to the terms of the act of appropriation, to purchase additional land, making the whole number of acres now owned by the State, for the use of the Asylum, about ninety.

They also proceeded, as soon as the spring opened, to lay the foundation for our main building; and here we are to-day, in the condition you now behold.

It will be observed that our progress, though gradual, has been rapid, especially since the opening of our school—a little more than three years ago.

Then we had three thousand dollars of available funds, three thousand more in promissory notes, twenty acres of uncultivated land, and twelve uninstructed pupils.

To-day we have one noble building completed; funds sufficient to sustain the Institution for two years, and lay the walls of another building, such as is indicated by these foundations before you; about ninety acres of land,—a large portion of it under cultivation; and seventy-seven pupils, whose countenances show *some* signs of intelligence.

We think that results more favorable, in the same length of time, have not been witnessed in the commencement of any similar Institution in our country.

We speak this not in a spirit of boasting; it is not owing to any superior wisdom of those who have been concerned in the management of the Institution,—though the several

Boards of Trustees have acted judiciously and efficiently ; the first two Boards (composed of the same individuals) were required to make bricks without straw, and nobly did their work ; they thoroughly investigated all matters pertaining to the subject, visited similar institutions in the Eastern States, presented eloquent and forcible appeals to the Legislature, but all in vain ; no, not *all*, they prepared the way, they were forerunners, they were the voice crying in the wilderness ; the Board elected in 1853, laid the foundations of the Michigan Asylums ; and whatever may be thought of their administration of affairs at present, posterity will award them justice, and hold their names in grateful remembrance—it is not, I say, owing to any superior wisdom of those who have been concerned in the management of the Institution, but it is to be ascribed to the fostering care of Divine Providence. It is—in a word—because an unseen agency has touched the hearts of our legislators with a sympathy for the unfortunate. To that unseen agency be all the praise.

There have been times, especially at the commencement of the Institution, when our prospects seemed dark, when we were surrounded with difficulties and discouragements, and could look nowhere but to a higher than human aid for relief ; and that relief, sooner or later, always came—impressing us indelibly with the lesson, that it is always safe to proceed right onward in a noble achievement, looking ever to a wisdom and power infinitely higher than ours for success. And we desire on this public occasion, gratefully to acknowledge that our fears have been dissipated, obstacles removed out of the way, and our efforts succeeded beyond our most sanguine expectations ; and attribute all this prosperity to the Great Author of all good.

This is eminently a philanthropic christian enterprise. The funds which have been so liberally appropriated, the buildings which have been and are to be erected—are all

sacredly set apart and consecrated to the benefit of such as form yonder group, and others like them, in future years.

These imposing buildings will be an ornament and an honor to the State of Michigan; but that is not the object for which they are erected; they will increase the growth of the neighboring city, and add to the wealth of the surrounding country; but not for this are they brought into existence; no, they are designed solely for the intellectual, social and moral elevation of such as these now in your presence; for their welfare in the present and future life.

These structures will stand, when our bodies shall have crumbled into dust; stand—the monuments of the liberality of the State—monuments of the early educational enterprise of Michigan. During years long future, an influence shall go forth from them—diffusing consolation in many an afflicted family—cheering the sadness of many a fond parent—irradiating the countenance of many a desponding child, with intelligence and joy—training many an immortal mind for immortal felicity.

On the Stone being laid in its place, the following was the

GOVERNOR'S ADDRESS.

It is interesting to trace the progress of civilized communities in their various steps of advancement.

First, for their mutual protection and security, they organize a STATE, in which individual rights are recognized, and every member of the community is guaranteed the safety of his life and property. Legislatures are elected and laws are enacted with this high purpose in view. Courts are instituted to settle and determine individual disputes, to protect the innocent and punish the guilty; jails and penitentiaries are established to secure the offender and protect the community from his depredations.

Then come the Schools! in which systematic provision is made for educating the rising generation, for no community is safe where ignorance prevails; and just in proportion as the community becomes intelligent and enlightened, does crime and vice recede, and disappear.

These are followed by the Seminary and University, in which higher grades of education are acquired.

Then come the great charities—Hospitals for the sick, where they are nursed and watched with maternal care; Houses for the poor, where they are fed and clothed, and all their immediate wants supplied; and Asylums where men of the most exalted genius and skill devote themselves to the work of restoring the wandering and dethroned reason of the Insane, and of enlightening the dark chaotic mind of the Deaf and Dumb and the Blind.

These various steps in the progress of a civilized community, have been taken by the young and prosperous State of Michigan, and within the brief space of twenty years, nearly all the institutions which beautify and adorn older communities, have been planted and are flourishing here. It is peculiarly fitting and appropriate, then, that we assemble here to-day to celebrate with honor and solemnity, the commencement of an edifice which is designed to supply the enlarged wants of the State, for an institution already founded, in which, without performing miracles, the Deaf have been almost made to hear, and the Blind have *nearly* had their sight restored to them. The unfortunate class for whom we rear this edifice is justly entitled to our warmest sympathies—and we have the fullest confidence that the motives which have prompted our people to undertake this noble work, will receive the hearty commendation of the good, both of the present and of future generations; and that the institution whose foundation we this day lay, will diffuse the choicest blessings long after the actors in this scene shall have passed

away. As this unfortunate class, for long years to come, are gathered here, we trust that knowledge of the most important kind, otherwise hidden, will be revealed to them—a knowledge of the world and its enjoyments,—of themselves—of their relations to their fellow man and to their Maker—knowledge which shall fit them for usefulness and happiness here, and which shall inspire them with the hopes and the prospects of the Christian for the future.

The Asylum is located at the city of Flint, near the center of about ninety acres of land owned by the State, for the benefit of the Institution. It occupies an elevation from which the ground descends each way, and from which there will be a fine view of the city, and the surrounding country.

The main building now in process of construction is expected to be completed in 1859. It will show a front of 200 feet. The side elevation shows a distance of 276 feet from one extreme to the other—thus occupying a square area containing more than one and one-fourth acres.

The extreme height from the bottom of the foundation to the top of the main spire is 130 feet.

When completed, there will be something over 500 windows in the building.

The external appearance of the building when completed, although comparatively plain, will reflect great credit upon the architect and draftsman, A. H. Jordan, Esq., of Detroit.

The internal finish will be plain and substantial. In its arrangement, reference has been had to utility and convenience rather than show.

The rear or school wing, with the exception of porticos, was completed over a year since.

A B S T R A C T
OF
SCHOOL INSPECTORS' REPORTS
BY TOWNSHIPS,
FOR THE YEAR 1855.

TOWNSHIPS.	No of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Allegan,	5	1	376	304	6	2	8	\$718 00
Casco,	1	1	25	27	4		1	119 00
Cheshire,	1		43	37	5½	1	2	74 00
Dorr,	1		14	11	8		2	70 50
Fillmore,	5		196	135	3½	2	3	301 17
Ganges,	3	1	170	146	6	2	4	307 30
Gun Plain,	7	1	302	293	7	3	13	522 89
Heath,								
Hopkins,	2		55	25	3	1	1	71 00
Leighton,	4	3	145	126	6	1	7	242 50
Manlius,	1	2	85	78	7	1	3	229 00
Martin,	4	1	196	163	6	3	5	390 47
Monterey,	2		146	96	6	2	2	184 52
Newark,	4		137	85	5	2	4	243 00
Otsego,	6		372	284	6½	1	11	511 75
Pine Plains,	1	1	15	10	4		1	32 00
Trowbridge,	4	1	216	164	4	3	6	305 62
Watson,	6	1	180	172	5	1	9	346 33
Wayland, .....	..	4	189	161	6	3	4	295 67
Total,	57	17	2862	2327	5	28	84	\$4,964 82

BARRY

Assyria,	6	1	228	185	3½	3	7	\$422 00
Barry,	7	1	276	234	4½	4	7	823 00
Baltimore,	2		77		6		4	59 75
Castleton,	5	2	293	263	7	3	9	486 03
Carlton,	5	2	230	227	5	3	8	389 79
Hastings,	5		428	78	6	2	6	1,077 25
Hope,	4		108	72	1½	2		90 00
Irving,	4		134	144	6	1	5	222 00
Johnstown,	6	3	304	258	5	5	11	448 68
Maple Grove,	3	1	105	91	6	3	5	193 01
Orangeville,	3	1	237	169	5½	3	5	309 50
Prairieville,	5	3	291	222	4	3	7	438 75
Rutland,	3		111	104	6	2	4	241 00
Thornapple,	4		266	185	5½	1	6	366 75
Woodland,	4	3	206	104	3	1	3	105 50
Yankee Springs, ...	3	1	102	102	4½	2	5	216 75
Total,	59	18	3396	2438	5	38	92	\$5,389 76

Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular purpose		Amount raised by rate bill.	No of volumes in each township library	Amount of mill tax raised in each township.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1855.
	To build school-house.	To repair school-house.					
\$564 47		\$144 47	\$116 34	260	\$358 53	376	\$199 28
171 25	\$130 00	10 00	45 69			25	13 25
100 00	100 00		35 76	110	44 44	43	22 79
110 00	100 00				29 00	14	7 42
342 62		76 00	12 00	242	102 72	196	103 08
148 50	75 00	42 00	47 00	325		170	90 10
600 68	450 00	14 00	133 76	408	209 82	302	160 06
213 00	150 00		5 46		33 60	55	29 15
189 00	56 00	17 50	71 02	207	49 38	145	76 85
79 00		2 00	74 25	203	27 37	85	45 05
427 78	303 00	19 50	201 17	377	93 58	196	103 88
9 00		5 00	1 71	210	24 50	146	77 38
308 42	255 00	23 42	87 00	120		137	72 61
252 55		48 00	17 05			372	197 16
			7 00		25 00	15	7 95
262 21	300 00	10 00	111 11		69 00	216	114 48
109 25	30 00	8 25	137 84	237	78 54	180	95 40
446 75	300 06	23 00	53 00	253	31 68	189	100 17
\$4,384 48	\$2,249 00	\$443 14	\$1,157 16	3042	\$1,157 16	2862	\$1,516 86

COUNTY.

\$427 83	\$196 50	\$40 98	\$177 39	462	\$236 80	228	\$120 84
65 00			106 46	223		276	146 28
37 00		20 00				77	40 81
245 25	100 00	4 50	144 32	253	80 51	293	155 29
269 95	75 00	75 75	42 41			230	121 90
946 00		77 00	441 45			428	226 84
135 00	100 00	5 00	29 99	156	25 00	108	57 24
360 65	125 00	101 00	36 56	240	90 00	134	71 02
327 91		105 00	238 48	283	104 50	304	161 12
62 66		33 50	74 08	84		105	55 65
642 00	487 00	29 09	80 04	200	51 24	237	125 61
997 43	938 00		187 39	266	115 34	291	154 23
125 62		7 87	47 50	255		111	58 83
341 74		60 00		500	107 07	266	140 98
460 50	410 00		47 15	150	55 29	206	109 18
258 00	196 00	10 00	98 97	496	58 41	102	54 06
\$5,702 54	\$2,627 50	\$569 60	\$1,752 19	3568	\$924 16	3396	\$1,799 88

TOWNSHIPS.	No. of districts whose School houses are in each Town- ship.		No of children in each Township be- tween the ages of 4 and 18 years.	Whole No of children that have at- tended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each township.
	Whole districts.	Fractional districts.						
Bainbridge,	7	1	249	208	5	2	8	\$388 08
Berrien,	6	2	334	290		6	6	647 66
Benton,	4	4	314	171	6½			481 75
Bertrand,	9	1	365	360	6½	4	9	573 20
Buchanan,	6	2	502	329	3½	4	6	532 50
Galien,	2		108	97	6	2	2	194 75
Hagar,	1	1	47	47	4½			115 60
Lake,	3	1	139	122	5		6	184 25
New Buffalo,	5		319	230	4	5	5	439 15
Niles,	8	5	1403	840	8	9	23	2,234 67
Oronoko,	6		3 0	275	5	4	5	861 75
Pipestone,	7	1	377	291	4½	4	9	566 48
Royalton,	6		204	167	4	6		421 50
S Joseph,	1	1	237	124	3			173 90
Watervilleit,	6		231	178	3	2	7	279 00
Weesaw,	5	1	158	122	3½		2	215 00
Total,	82	20	5307	3851	5	48	86	\$8,299 14

BRANCH

Algansee,	8		308	241	6	3	13	\$478 61
Bitavia,	9	3	413	321	6	5	18	844 66
Bathel,	3	2	277	220	6	4	6	399 79
Bronson,	4	3	391	682	10	8	14	1,016 50
Butler,	5		245	148	6½	2	7	377 00
California,	4	2	210	201	6	6	6	427 50
Coldwater,	9	4	1303	779	6	8	31	2,274 99
Girard,	7	2	353	357	6	4	12	519 00
Gilead,	3	1	274	245	4½	4	4	362 75
Kinderhook,	4		140	136	6½	2	6	384 11
Matteson,	6	3	296	241	4½	4	10	410 11
Noble,	3	1	186	224	5	4	2	337 25
Ovid,	7	2	419	385	5½	5	12	486 24
Quincy,	5	5	596	530	8	8	13	1,070 03
Sherrwood,	6	2	361	339	5½	1	16	620 43
Union,	8	3	581	487	11	5	15	857 47
Total,	91	33	6359	5536	6½	73	184	\$10,846 64

Whole amount of money raised by tax in each Township.	Purposes for which it was raised, and the amount raised for each particular pur- pose		Amount raised by rate-bill.	Number of volumes in each Township- Library.	Amount of mill tax raised in each Township.	Number of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1855.
	To build School-house.	To repair School-house.					
\$231 25	\$182 00	\$11 62	\$180 85	397	\$86 05	249	\$131 97
59 00		5 00	261 01	561	205 95	334	177 02
253 00	135 00	45 00	175 80			514	166 42
346 86	300 00	5 00	232 50	446	427 46	365	193 45
907 03	742 00	35 76	88 61	424	208 55	502	266 06
72 00		27 50	7 00	150		108	57 24
209 50	180 00	15 00	77 50	293	32 90	47	24 91
181 50	125 00	11 00	47 72	343	59 00	139	73 67
335 00	180 00	55 00		400	194 00	319	169 07
10,440 45	10,071 00	500 00	547 68	721	924 39	1403	743 59
210 84	400 00		205 94	411	237 99	320	169 00
196 00		3 00	75 22	382	160 48	377	199 81
134 75		20 00	249 60	200	60 00	204	108 12
		9 18	36 00	250	152 00	237	125 61
171 63	160 00	22 59	104 36	350	87 98	231	122 43
118 53			71 50	200	103 82	158	83 74
\$13,917 34	\$12,475 00	\$766 65	\$2,361 30	5528	\$2,933 57	5507	\$2,812 71

COUNTY.

\$115 75		\$ 22 00	\$150 65	315	\$124 78	308	\$163 24
672 01	\$459 38	103 62	202 83	270	94 98	413	218 89
1 0 10		44 50	42 10	285	166 99	277	146 81
640 00		37 26	75 18	347	252 00	391	207 23
229 53	100 00	46 66	92 62			245	129 85
187 90	150 00	12 25	313 22	342	103 13	210	111 30
1,196 21		175 30	708 16	257	850 88	1,309	703 73
189 36	48 50		221 38			353	187 09
147 11			59 10	182		274	145 22
229 03	144 53	20 00	87 79	400	159 44	140	74 20
215 50	75 00	20 00	113 67	338	147 90	29	156 88
254 50	194 00	6 57	122 95	384	76 09	186	98 58
256 53	90 00	3 80	89 85	442	163 08	419	222 07
270 25	500 00	55 40	386 44	420	217 00	596	315 88
607 50	307 50	25 15	200 57		188 16	361	191 33
363 66	200 00	25 00	431 20			581	307 93
\$5,735 00	\$2,328 91	\$597 00	\$3,206 87	3,982	\$2,448 07	6359	\$3,383 23

TOWNSHIPS.	No of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole Districts.	Fractional Districts.						
Albion,	5	2	577	273	7½	5	9	\$ 736 13
Athens,	5	2	257	223	7½	3	9	461 98
Battle Creek,	6	3	1153	939	7	9	20	2,653 70
Bedford,	7	2	347	271	6	1	13	508 22
Burlington,	3	1	224	232	6½	3	7	214 75
Clarendon,	4	2	308	286	7	3	9	543 75
Clarence,	5	3	289	143	5	3	9	397 16
Convis,	6	2	281	183	5½	4	6	440 25
Eckford,	6	2	338	266	7	6	9	824 77
Emmet,	7	2	441	390	6	8	8	754 39
Fredonia,	7	2	331	282	7	4	11	777 50
Homer,	4	3	392	314	7	6	8	765 68
Lee,	4	3	310	197	6	2	11	288 93
Le Roy,	5	2	290	203	6	5	7	497 80
Marshall,	4	5	1136	851	6	5	19	3,094 18
Marengo,	7	1	373	323	6	6	9	703 44
Newton,	4	3	220	198	6½	2	11	445 00
Pennfield,	4	2	29	276	6½	8	6	537 15
Sheridan,	3	2	333	253	7	3	7	623 87
Tekonsha,	5	1	300	223	6	4	7	491 67
Total,	101	43	8190	6316	6	90	195	\$15,760 32

CASS

Calvin,	6	1	375	315	5	4	8	\$610 25
Howard,	7	1	301	185	6	2	11	610 00
Jefferson,	7	1	314	327	5½	4	8	713 35
La Grange,	7	1	417	448	7	5	9	993 75
Mason,	3	1	180	154	6			357 00
Marcellus,	2		67	56	4½		2	130 50
Milton,	4	2	287	276	8	5	4	904 25
Neaburgh,	3	2	190	169	4½	2	6	279 75
Ontwa,	3	2	277	270	5½	1	11	635 50
Penn,	6	1	309	298	6	5	6	737 25
Porter,	9	1	552	478	6	7	11	908 12
Pokagon,	4	3	557	513	7	7	9	1,028 20
Silver Creek,	4		256	207	6½	3	5	400 00
Volinia,	4	2	237	223	5			497 25
Wayne,	5	2	323	298	6	2	11	581 25
Total,	74	19	4672	4217	6	47	101	\$9,286 42

CHIPPEWA

Saut Ste. Marie, ...	1		451	84	5½			\$225 00
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CHEBOYGAN

Inverness,	1		74	40				\$156 00
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Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular pur- pose.		Amount raised by rate bill.	No. of volumes in each township library	Amount of mill tax raised in each township.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
	To build school-house.	To repair school-house.					
\$527 12	\$300 00	\$140 00	\$115 88	641	\$387 25	577	\$305 81
278 05	200 00	17 50	77 67	427	162 40	242	128 26
2,673 57	450 00	77 00	704 51	1123	613 42	1153	611 09
380 89	210 00	25 48	185 63	480	195 00	347	183 91
94 28		1 25	88 85		115 00	224	b 167 68
308 75	150 00	18 75	286 27	500	122 01	308	163 24
72 00		8 25	104 00	358	45 00	289	153 17
136 00	70 00	3 00	146 62	364	131 04	281	148 93
468 75	200 00	22 92	233 44	646	273 30	338	179 14
958 15	873 63	31 86	258 39		338 04	441	233 73
128 00		17 80	290 49	392	201 00	331	175 43
167 12		15 00	181 03	400	289 70	359	190 27
323 45	175 00	32 04	96 95	360	133 92	310	164 30
278 74	235 00		181 90	440	148 76	290	153 70
1,512 53		266 25	1,553 45	468		1136	602 08
244 90		54 00	202 51	660	262 41	373	197 69
377 15	360 00	3 50	162 78	314	63 95	220	116 60
171 96		21 86	34 87	400	107 00	290	153 70
196 16	443 41	1 23	185 29	442	159 82	333	176 49
113 50		8 00	213 46			300	c 180 12
\$9,411 07	\$3,667 04	\$765 79	\$5,203 99	8410	\$3,749 02	8142	\$4,385 34

COUNTY.

\$158 03		\$ 30 00	\$230 04	500	\$170 00	375	\$198 75
449 00	325 00	120 00	229 79	475	186 08	301	159 53
90 50		13 00	198 93	348	264 10	314	166 42
254 75		37 50	265 97	380	372 66	447	236 91
42 88		17 43	180 79	370	134 10	180	95 40
58 00		10 00	32 00	425		67	35 51
195 20	180 00		658 92	500	211 86	287	152 11
70 00		50 00	105 76	383	107 53	190	100 70
50 00		51 00	338 56	443	236 23	277	146 81
796 82	650 00		25 97	507	25 00	309	163 77
204 24		21 51	573 74			552	292 56
265 71	123 00	25 00	386 18	327	325 33	557	295 21
204 00	100 00		102 31	400	113 00	256	135 68
85 50		25 00	88 97	482		237	125 61
931 13	135 00	1 00	186 58	490	174 24	323	171 19
\$3,755 76	\$1,513 00	\$401 44	\$3,605 01	6030	\$2,320 13	4672	\$2,476 16

COUNTY.

\$100 00		\$100 00		237		451	\$239 03
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COUNTY.

		\$20 00				
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TOWNSHIPS.	No. of districts whose School houses are in each Town- ship		No. of children in each Township be- tween the ages of 4 and 18 years.	Whole No. of children that have at- tended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each Township.
	Whole Districts.	Fractional Districts.						
Arcada,		3	71	16	3		1	\$ 24 00
Bath,	3	1	114	98	6			201 40
Bengal,	3	2	164	124	4	1	7	214 90
Bingham,	2	1	218	162	7½	1	5	232 50
Dallas,	4	1	136	89	3		5	129 60
De Witt,	4	1	361	246	6	2	9	594 04
Duplain,	3	1	222	222	7	3	6	387 36
Eagle,	4	2	268	221	6	5	7	512 14
Essex,	8		396	235	5	3	10	346 00
Greenbush,	6		245	209	5			287 25
Lebacon,	6		161	149	4	4	5	278 00
North Shade,	2		55	40	5		3	96 75
North Star,	1		73	21	3		1	26 00
Olive,	4	1	128	114	4	1	5	168 68
Ovid,	2	2	133	91	5		6	155 25
Riley,	4	2	237	159	4½	3	7	379 58
Victor,	3	1	152	150	5	3	3	215 66
Watertown,	5	2	230	215	4½	1	8	352 83
Westphalia,	6		312	245	2½		2	196 75
Total,	70	20	3676	2806	5	27	90	\$4,798 59

EATON

Bellevue,	8		380	336	5½	5	10	\$664 80
Benton,	4	1	174	156	5	2	6	319 75
Brookfield,	3	1	161	84	3	6	4	178 67
Carmel,	6	1	411	318	6	2	9	499 00
Chester,	6	2	300	227	6	2	9	550 12
Delta,	3	2	179	134	4	2	5	276 25
Eaton,	5	2	293	246	4½	2	6	367 00
Eaton-Rapids,	12	1	803	688	6	5	19	1,235 99
Kalamo,	6	3	324	294	5	4	11	638 75
Oneida,	8	1	488	456	6			726 00
Roxand,	5	2	257	226	6	5	6	426 50
Sunfield,	2		39	31	3½	1	2	82 00
Ve montville,	4	1	205	154	5½	2	8	278 13
Walton,	6	1	345	286	6	4	9	527 30
Windsor,	1	5	311	142	3½	2	6	235 50
Total,	79	23	4670	3758	5	44	110	\$7,005 79

Whole amount of money raised by tax in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1855.
	To build School-houses.	To repair School-houses.					
\$226 00	\$ 25 00		\$ 24 00	356		71	\$ 37 63
146 00	100 00	\$ 28 00	56 25	450	\$ 61 00	114	60 42
102 10		112 00	13 00	230		164	86 92
29 50		3 00	15 00	173	54 50	218	115 54
88 44		21 19	52 11	346	175 52	136	72 08
52 95		30 44	124 79	312	25 00	361	191 33
383 33	200 00	71 50	99 15	320	167 64	222	117 66
658 76	515 00	45 00	57 18	272		268	142 04
280 50	175 00		121 00	250	102 04	396	209 88
387 00	200 00	25 00	64 00	288	25 00	245	129 85
	119 50	7 50			52 00	161	85 33
125 00	75 00		26 00			55	29 15
46 01		6 00	44 20	340		73	38 69
286 75	180 00	5 00	18 27	378	60 91	128	67 84
142 00	75 00		121 97			133	70 49
138 00	180 00		24 81	431	65 20	237	125 61
178 56		64 81	89 57	260	112 00	152	80 56
403 77	225 00	21 00	22 55			230	121 90
						312	165 36
\$3,674 67	\$2,069 50	\$440 40	\$973 85	4406	\$900 81	3676	\$1,948 28

COUNTY.

\$513 42	\$552 27	\$ 7 81	\$254 47	425	\$175 86	380	\$201 40
90 25			75 25	376	129 43	174	92 22
317 50	200 00		12 00		41 71	161	85 33
716 00	540 00	4 50	97 18			411	217 83
170 50		11 00	108 24			300	159 00
313 00	120 00	40 00	33 00	314	93 00	179	94 87
593 89	380 00	7 00	77 92	321	200 00	293	155 29
2,349 41	1,895 00	69 00	654 99		358 13	803	425 59
699 74	560 00	70 60	357 38	327	122 94	324	171 72
553 78	300 00	46 00	288 35	307	146 25	488	258 64
648 24	494 00	4 50	95 79			257	136 21
252 00	200 00		19 94	355	70 96	39	20 67
282 50	168 00	44 50	44 05	468	108 00	205	108 65
112 50		5 00	166 30	313	138 20	345	182 85
536 07	420 00	18 50	16 39			311	144 83
\$8,148 80	\$5,829 37	\$328 41	\$2,301 25	3206	\$1,584 48	4670	\$2,475 10

TOWNSHIPS.	No. of Districts whose school houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Argentine,	5	1	250	187	4	3	5	\$371 00
Atlas,	7	5	587	585	7	8	16	1,091 63
Clayton,	3	4	307	284	6	4	9	520 44
Davison,	7	1	250	201	4	2	10	337 00
Fenton,	6	2	557	514	7	7	8	882 86
Forest,	4		135	111	5	1	6	176 25
Flint,	10	5	580	472	5 $\frac{1}{4}$			946 00
Flint City,		2	863	680	11 $\frac{1}{2}$	3	11	2,105 28
Flushing,	6	2	337	209	4 $\frac{1}{2}$	4	10	390 54
Gaines,	3	2	162	149	5 $\frac{1}{2}$	2	5	346 06
Genesee,	6	3	427	135	6	3	9	467 06
Grand Blanc,	5	4	483	358	6	7	10	862 46
Montrose,	2		36	29	4		3	63 50
Mundy,	5	3	406	367	6 $\frac{1}{2}$	11	8	611 83
Mt. Morris,	1	4	215	168	5 $\frac{1}{2}$	2	6	245 75
Richfield,	5	3	296	286	5	4	9	415 37
The'ford,	6		250	240	5	3	9	339 58
Vienna,	3	1	242	231	7	4	4	372 00
Total,	84	42	6383	5206	6	68	138	10,544 6

GRAND TRAVERSE

Peninsula,	1		147	93	7 $\frac{1}{2}$	1	2	180 50
Traverse,	2		44	23	3	1		78 00
Total,	3		191	116	5	2	2	258 50

HILLSDALE

Adams,	7	2	487	458	7	8	12	872 18
Allen,	9		442	381	7	7	10	919 00
Amboy,	5	1	140	138	3 $\frac{1}{2}$	3	5	230 50
Camden,	9	1	474	334	5 $\frac{1}{2}$	3	15	572 25
Cambrria,	10	1	398	353	6	3	15	744 00
Fayette,	6	3	1167	782	7	9	17	3,153 51
Jefferson,	8	1	449	342	5			
Litchfield,	5	3	524	514	8	5	17	1,039 11
Moscow,	4	3	386	267	7 $\frac{1}{2}$	5	10	787 00
Pittsford,	9	1	554	544	7	7	11	987 63
Ransom,	7		358	308	6	3	11	559 23
Reading,	7	3	530	468	7	6	13	992 43
Scipio,	6	2	334	240	7	5	12	651 13
Somerset,	5	2	332	354	7	4	10	698 69
Wheatland,	9	2	541	521	7 $\frac{1}{2}$	11	14	1,137 96
Woodbridge,	6	2	293	245	5 $\frac{1}{2}$			384 50
Wright,	8	1	393	345	5 $\frac{1}{2}$	4	13	605 68
Total,	120	28	7832	6594	6 $\frac{1}{2}$	63	185	14,334 80

Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate bill.	No. of volumes in each township library.	Amount of mill tax raised in each township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
	To build school-houses.	To repair school-houses.					
\$161 75	\$	\$ 13 00	\$ 40 30	329	\$140 00	254	\$ 134 62
721 27	454 50	89 50	450 17	395	196 70	587	d 345 19
318 44	109 86	16 25	164 43	321	274 08	307	162 71
154 99		13 25	103 99	388	83 88	250	132 50
305 62	10 00	27 75	344 83			557	295 21
352 00	250 00	3 00	5 90	249	69 35	135	71 56
863 00	624 75	5 13	120 75	170	338 87	580	307 40
2,341 45	400 00	210 00	170 84	200	35 00	863	457 39
277 75	150 00	25 00	45 00		167 95	337	178 61
94 98		5 00	170 84	200	35 00	162	85 86
190 19		5 00	117 27	275	315 14	427	226 31
428 07		42 78	454 57	405	237 80	483	e 266 55
81 00		16 00	21 46	156		36	19 08
43 00		43 00	265 83	350	141 76	406	215 18
300 55	175 00		17 30	140		215	113 95
390 21	170 00	47 00	97 44	352	118 57	296	156 88
382 89	150 00	174 00	132 95	274	58 91	250	f 143 06
176 00	155 00	2 00	66 88	255	99 94	242	128 26
7,583 16	2,649 11	747 66	2,790 75	4459	2,312 95	6387	3,440 31

COUNTY.

95 00		95 00	115 22		147	77 91
75 35		3 00	88 10		44	23 32
170 35		98 00	203 32		191	101 23

COUNTY.

595 43	360 00	94 38	357 48		252 92	487	258 11
438 38	330 00	27 88	403 63	132	229 28	442	234 26
83 00	150 00	5 00	3 00	269	126 00	140	74 20
542 92	440 00	24 21	182 01			474	251 22
450 11	150 00	96 44	301 40	348	238 46	398	210 94
1,442 83		423 98	1,133 56	244	994 55	1167	618 51
267 50		21 00			163 12	449	237 97
1,261 35	1,000 00	20 00	422 48	550	200 00	524	277 72
147 29		88 60	275 11	336	289 42	386	204 58
518 62	274 00	23 27	380 23	300	313 53	554	293 62
377 04	200 00	31 21	310 45	300		358	189 74
643 82	512 50	11 00	322 91	320	383 53	530	280 90
969 05	800 00	3 50	205 02	387	274 00	334	177 02
228 00	100 00	20 00	334 83			332	175 96
126 87		15 00	559 18	470	376 70	541	286 73
452 23	225 00	42 63	126 26	273	64 00	293	155 29
718 41	368 00	3 00	87 97	300	207 56	393	208 29
10,262 62	4,909 50	951 10	5,405 52	4229	4,113 07	7802	4,150 96

TOWNSHIPS.	No of districts whose School houses are in each Township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Alaiedon,	6	1	230	139	5	4	8	\$415 00
Aurelius,	5	3	381	269	5½	2	12	583 68
Bunker-Hill,	4	3	233	230	6	4	9	548 31
Delhi,	6	1	291	215	5½	4	9	487 75
Ingham,	3	3	392	323	6	3	7	469 88
Lansing,	4	1	662	555	8	5	11	1,3 5 51
Le Roy,	5	1	193	155	4	1	7	239 55
Leslie,	8	1	377	259	5½	9	7	536 04
Locke,	4	2	202	178	6½	3	8	393 69
Meridian,	5	2	261	186	4	1	8	320 20
Onondaga,	6	1	316	333	5½	4	8	473 17
Phelpstown,	5	1	224	220	6	4	7	395 81
Stockbridge,	6	1	335	300	6	5	8	599 52
Vevay,	5	2	382	403	7	4	11	697 23
Wheatfield,	6		144	133	3	1	5	141 00
White Oak,	6	2	268	256	5			425 48
Total,	84	25	4891	4154	5½	45	119	\$8,991 91

IONIA

Berlin,	4		147	118	4		5	140 00
Boston,	4	1	249	237	5	3	7	363 14
Campbell,	2		66	71	4½	1	2	110 37
Danby,	2	2	148	94	5			164 56
Easton,	5		202	179	5	1	8	309 75
Ionia,	3	4	546	428	7	6	15	1,220 00
Keene,	6	1	357	326	6	3	11	479 10
Lyons,	4	4	450	406	6½	7	11	882 73
North Plains,	2	2	169	121	6	2	6	260 00
Odessa,	1		35		4¾	1	1	47 01
Orange,	3	3	264	173	5	3	8	374 75
Orleans,	3	2	274	254	7	4	5	422 50
Otisco,	8	1	446	329	5½	4	11	812 25
Portland,	6	3	391	351	5½	6	8	681 95
Ronald,	5	2	245	214	6½	3	13	511 00
Sebewa,	3	2	158	127	3½			245 00
Total,	61	27	4147	3428	5½	44	109	7,024 11

Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular pur- pose.		Amount raised by rate-bill.	Number of volumes in each township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
	To build School houses.	To repair School houses.					
\$374 94		\$89 97	\$78 50	270	\$97 19	230	\$121 90
502 58	\$200 00	26 98	125 23	300	127 72	381	201 93
345 50	202 50	19 00	174 12	249	96 13	233	123 49
522 78	377 78	54 50	168 52	300	77 44	291	154 23
251 00	200 00	16 50	67 06		32 00	392	207 56
464 00		18 81	337 75		319 98	662	350 86
281 77	150 00	14 00	55 31		72 40	193	102 29
264 00	211 50	9 37	199 05	308	182 42	377	199 81
86 75		32 50	48 13	355	51 68	202	107 06
325 46	150 00		17 49	332	101 37	261	138 33
381 65	300 00	31 00	252 57			316	167 43
96 00		15 00	47 29		87 05	224	118 72
145 11		35 00	278 86			335	177 55
339 94	147 69	18 25	295 94	342	166 77	382	202 46
106 34	50 00	5 00	78 25	250	48 79	144	76 32
246 36		53 00	208 89	349	71 46	268	142 04
4,734 18	1,789 47	438 85	2,532 96	3055	1,532 40	4891	2,592 23

COUNTY.

564 00	514 50			350	126 41	147	77 91
344 50	200 00	51 00	76 54	238	151 94	249	131 97
30 49		6 99	54 37		47 81	66	34 98
149 70	75 00	8 50	57 64	182	42 00	148	78 44
525 50	450 00	8 50	71 72	484	148 94	202	107 06
757 42	3 00	16 00	315 45			546	289 38
296 31		36 00	105 42	106	163 60	357	189 21
2,396 50	2,069 00	7 60	432 51	400	280 00	450	238 50
243 75	193 00	17 61	60 66	307	106 98	169	89 57
47 00		5 00		160	62 00	35	18 55
313 62	255 00		31 55	337	151 90	264	139 92
85 00		5 00	54 00	227		274	145 22
1,015 00	775 00	11 00	215 40	410	243 08	446	236 38
			412 65		185 55	391	207 23
212 04		95 00	174 44			245	129 85
70 00		8 00	75 68	212	95 50	158	83 74
7,050 83	4,534 50	276 20	2,138 03	3413	1,805 71	4147	2,197 91

TOWNSHIPS.	No of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Columbia,.....	8	1	571	316	5½	5	9	\$665 50
Concord,.....	5	3	362	247	6	5	8	591 30
Grass Lake,.....	8	1	273	320	4	9	26	775 37
Hanover,.....	6	1	342	361	8	6	7	790 50
Henrietta,.....	5	2	236	196	6	5	8	552 54
Jackson,.....	14	4	1644	1394	7	12	33	4,151 94
Leoni,.....	6	23	516	338	7½	4	12	689 00
Liberty,.....	6	3	365	320	6½	6	10	737 18
Napoleon,.....	8	3	510	514	6	5	17	856 50
Parma,.....	5	4	492	370	6½	9	6	1,017 07
Pulaski,.....	6	2	342	374	6	5	8	681 75
Rives,.....	5	3	385	348	5½	4	10	635 63
Sandstone,.....	5	3	350	334	7	4	12	702 97
Spring Arbor,....	6	3	315	281	7	3	8	578 65
Springport,.....	6	3	351	284	4	4	10	536 20
Tompkins,.....	5	3	267	239	4½	3	8	435 50
Waterloo,.....	7	3	570	451	6	7	12	835 83
Total,.....	111	41	7901	6679	6	96	204	15,233 53

KALAMAZOO

Alamo,.....	3	4	141	105	3½	1	7	281 38
Brady,.....	4	2	283	222	5	2	8	436 44
Cooper,.....	6	1	379	330	7½	4	9	704 24
Comstock,.....	7	3	596	535	7	10	11	1,341 00
Climax,.....	6	1	337	293	6½		12	482 30
Charle-ton,.....	7		279	265	6½	5	8	621 50
Kalamazoo,.....	7	3	1506	1141	7½	9	11	2,328 31
Oshtemo,.....	6	4	339	249	5	3	9	631 08
Pavillion,.....	3	3	174	190	6			352 57
Portage,.....	6	2	314	250	6½	5	11	728 76
Prairie Ronde,....	7	1	330	296	6			739 75
Richland,.....	7	1	335	238	5			439 22
Ross,.....	3	4	365	369	6			483 50
Schoolcraft,.....	6	1	418	374	8	5	9	835 80
Texas,.....	6		177	157	5	2	6	334 00
Wakeshma,.....	2	1	117	44	5	1	4	192 25
Total,.....	86	31	6090	5058	6	47	105	10,932 28

Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate bill.	Number of volumes in each township library.	Amount of mill tax raised in each township.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
	To build school-houses.	To repair school-houses.					
\$610 45	\$500 00	\$27 00	\$145 66			380	\$201 40
197 88	130 00	14 46	79 94	419	\$363 92	362	131 86
248 30	150 00	40 76	109 86			273	144 69
749 40	450 00	16 50	173 24	539	321 81	342	181 26
206 69		135 42	115 32	276	96 96	236	125 08
7,155 57	3,361 50	217 50	682 52	300	1,602 54	1644	871 32
877 93	360 00	180 19	136 46		302 80	516	273 43
147 34		15 00	317 93			365	193 45
419 88	480 00	35 00	260 29	400	442 27	510	270 30
191 00		42 50	91 53		674 00	492	260 76
281 34	180 00	40 00	216 81	452	251 34	342	181 26
288 45		12 20	69 50	441	207 90	385	204 05
158 71		15 50	142 75	259	268 00	360	190 80
331 80		52 08	131 81	350	341 60	315	166 95
913 01	922 00	34 12	172 76	238		351	186 03
75 88		37 75	42 54	290	178 89	296	141 51
207 45		48 00	70 15	317	219 51	570	302 10
13,061 17	6,533 50	963 98	3,059 07	4281	5,271 54	7701	4,097 30

COUNTY.

134 25		16 50	53 73	256	144 00	141	74 73
196 08		18 83	56 17	183	100 00	283	149 99
130 84		20 00	203 11	381	224 45	379	200 87
620 62	366 00	131 86	546 74	283	444 47	596	315 88
370 75	250 00	66 00	136 16	342	251 17	337	178 61
127 91		28 00	140 18	425	249 07	279	147 87
861 17		55 92	82 54	150	1,383 30	1506	798 18
451 00	300 00	21 13	50 90	300	293 00	339	179 67
426 89	167 60	10 75	156 80	220	154 34	174	92 22
141 58		53 50	178 60	287	276 18	314	166 42
426 00	415 00	40 50	125 47	355	403 00	330	174 90
70 00	75 00	12 00	92 90			335	177 55
396 00			90 00	318	55 44	365	193 45
216 47		71 81	40 47		632 57	418	221 54
550 50	655 00	53 00	58 00			177	93 81
40 06		5 00	77 16	414	36 56	117	62 01
5,160 06	2,218 60	604 80	2,188 93	3924	4,677 55	6090	3,227 70

TOWNSHIPS.	No. of districts whose School houses are in each Township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Ada,.....	6	2	257	267	8	3	9	\$468 25
Algoma,.....	4	1	237	172	5	1	7	384 97
Alpine,.....	5	5	358	215	4	5	11	574 01
Bowne,.....	3		105	102	5	1	4	148 75
Byron,.....	6	1	254	227	7	2	9	553 25
Cannon,.....	7	2	391	340	8½	2	16	713 02
Cascade,.....	6	1	272	261	6	2	8	392 25
Courtland,.....	5		253	195	7	4	6	483 38
Caledonia,.....	3		110	91	5	1	4	165 00
Gaines,.....	6		204	164	3¾	3	6	267 57
Grand Rapids City,		3	1708	1067	8½	5	19	3,039 43
Grand Rapids,....	6	2	328	278	6¾	4	12	583 41
Grattan,.....	3	2	264	178	6	1	9	189 33
Lowell,.....	2	1	192	152	6	2	3	257 50
Oakfield,.....	4	2	269	271	5	4	8	424 25
Paris,.....	5	1	240	219	5½	4	6	443 25
Plainfield,.....	4	3	311	177	5			243 00
Sparta,.....	4	1	152	131	5		8	223 78
Tyrone,.....		1	42	43	5½		2	53 00
Vergennes,.....	7	3	476	319	6	3	14	825 75
Walker,.....	6		286	218	5½	4	6	493 75
Wyoming,.....	4	1	267	263	6	2	4	429 36
Total,.....	96	32	6976	5350	6	53	171	11,156 26

LAPEER

Almont,.....	5	5	737	544	6	4	14	990 50
Attica,.....	4	1	231	116	4½	6	5	206 32
Dryden,.....	8	3	587	457	6	8	13	687 49
Elba,.....	3	2	164	135	6	3	6	352 25
Hadley,.....	7	1	405	332	4½	5	8	672 37
Inlay,.....	4		108	100	5		8	159 31
Lapeer,.....	9	6	823	624	6½	8	25	1,228 80
Marathon,.....	3		139	98	5		5	167 00
Metamora,.....	6	1	301	286	6	6	7	569 41
Oregon,.....	3		107	82	5½	2	3	214 75
Total,.....	52	19	3633	2774	5¾	42	95	5,248 20

Whole amount of money raised by tax in each Township.	Purposes for which it was raised, and the amount raised for each particular pur- pose.		Amount raised by rate-bill.	Number of volumes in each Township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1886.
	To build School-houses.	To repair School-houses.					
\$361 29	\$150 00	\$49 25	\$243 53	300	\$ 95 79	257	\$ 136 21
274 08			158 60	198	100 95	237	125 61
97 47		8 00	278 46			358	189 74
406 46	133 65			232		105	55 65
168 75	25 00	6 00	99 46	268	68 54	254	134 62
434 47	262 03	33 00	186 00	320	207 13	391	207 23
307 37	340 00	15 00	83 07	334	113 86	272	144 16
233 00	180 00	30 00	198 75			253	134 09
409 25	200 00	11 00	49 24	275		110	58 30
452 03	350 00		75 11	304	84 77	204	108 12
4,378 79	1,250 00	105 00	949 95	550		1708	905 24
335 46	62 60	14 62	149 75	253	250 48	328	173 84
116 07	37 50	22 00	23 82	290	151 55	264	139 92
169 04		19 79	86 71	249	100 00	192	101 76
393 00	180 00		100 70	272	135 25	269	142 57
559 75	200 00	119 94	50 58	307	188 46	240	127 20
133 12		11 00	48 23	200	182 24	311	164 83
201 00	350 00		88 17	200	127 72	152	80 56
						42	22 26
268 24	150 00	164 75	323 45			476	252 28
171 92	50 00		107 69	400	224 55	286	168 38
549 51	280 00	36 00	99 91	249	181 18	267	141 51
10,419 98	4,400 78	655 35	3,401 18	5201	2,212 47	6976	3,714 08

COUNTY.

626 74	180 00	50 93	229 97	285	303 45	737	390 61
		5 00	18 00	500		231	122 43
303 20	180 00	2 21	184 00			587	311 11
197 50		68 00	94 16	408	97 87	164	86 92
187 00	273 00	7 00	324 46	540	175 05	412	218 36
99 15	38 18	3 00	15 00	225	109 00	108	57 24
439 05	138 59	108 76	365 98	600	610 04	823	436 19
261 15	250 00	25 00	78 86	245	134 43	139	73 67
52 17		4 50	218 86	392	168 34	301	159 53
98 00		6 00	33 74	301	65 80	107	56 71
2,263 96	1,059 77	280 40	1,563 03	3496	1,663 98	3609	1,912 77

TOWNSHIPS.	No. of districts who e School- houses are in each Town- ship.		No. of children in each Township be- tween the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each Township.
	Whole districts.	Fractional districts.						
Adrian City,.....		1	1625	1125	10½	8	14	
Adrian,.....	8	6	573	478	6	11	15	\$1,243 60
Blissfield,.....	7	4	676	322	6	5	17	920 75
Cambridge,.....	5	12	342	319	7	4	9	688 00
Dover,.....	7	1	470	481	8	7	11	909 33
Fairfield,.....	10	1	550	535	7	8	12	1,037 49
Franklin,.....	7	3	490	378	7	8	13	763 33
Hudson,.....	9	3	787	435	6	4	15	716 50
Madison,.....	6	1	342	202	7	7	7	776 68
Medina,.....	12	3	774	564	6¾	4	25	1,406 97
Macon,.....	7	1	498	315	6½	8	8	596 75
Ogden,.....	7	2	307	292	5	4	11	516 08
Palmyra,.....	9	3	570	461	6	7	17	1,095 40
Raisin,.....	5	5	497	136	6			953 09
Ridgeway,.....	2	3	369	287	7	5	6	507 00
Riga,.....	3	2	171	128	5	1	7	289 25
Rollin,.....	5	2	383	356	6½	4	9	695 11
Rome,.....	9	3	614	449	7½	6	18	1,257 07
Seneca,.....	5	4	499	510	6			637 19
Tecumseh,.....	8	1	1026	888	8½	9	12	3,227 64
Woodstock,.....	4	4	441	246	6	8	10	630 29
Total,.....	135	55	12004	9007	6¾	118	236	18,865 52

LIVINGSTON

Brighton,.....	5	2	301	274	6½	7	7	800 25
Conway,.....	3	4	268	229	7½	9	5	453 96
Deerfield,.....	6	1	257	355	6½	6	7	564 26
Genoa,.....	5	4	356	304	5	4	12	702 08
Green Oak,.....	7	3	367	292	6			876 50
Hartland,.....	7	1	355	300	6½	5	8	707 75
Howell,.....	5	2	545	434	6			1,203 66
Hamburg,.....	6	1	295	272	6	5	7	589 00
Handy,.....	5	1	288	171	5½			122 99
Iosco,.....	5		231	230	7¼	2	6	433 00
Marion,.....	6	2	366	349	6½			727 09
Osceola,.....	4	4	374	296	6	7	9	490 00
Putnam,.....	6	3	418	320	6	4	13	733 68
Tuscola,.....	4	3	256	211	5½	3	9	475 75
Tyrone,.....	7	1	369	298	5½	3	9	646 27
Unadilla,.....	6	4	434	223	6½			751 50
Total,.....	87	36	5618	4558	6	55	92	10,277 74

MACKINAW

Holmes,.....	2		320	185	4½	1	1	325 00
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Whole amount of money raised by tax in each Township.	Purpose for which it was raised, and the amount raised for each particular purpose		Amount raised by rate bill.	Number of volumes in each Township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856
	To build School-houses.	To repair School-houses.					
\$159 13	\$2,249 10		\$1,267 26			1625	\$861 25
642 65	50 00	\$23 45	353 20	369	\$697 22	573	303 69
71 58	420 00	17 00	275 86			676	358 28
242 63		15 13	227 66	400	215 90	342	181 26
100 00		48 52	345 74	581	368 68	470	249 10
210 65		10 50	283 73	500	427 79	550	291 50
251 34		77 40	112 38			490	259 70
262 19		18 00	230 06			787	417 11
108 89	190 00	29 40	138 50	460	394 00	342	181 26
309 90	360 00	2 75	457 81	598	395 20	714	410 22
251 23	180 00	69 00	90 87		347 60	498	263 94
824 50	60 00	50 75	174 23	401	140 87	307	162 71
95 78	180 00	427 75	463 61	512	312 60	570	302 10
189 44		19 00	19 31			497	263 41
330 00		24 43	116 41	520	254 58	369	195 57
435 00		255 00	12 63	550	121 50	171	90 63
86 65	100 00	84 00	210 34	576	276 67	383	202 99
		31 48	407 06	621	497 93	614	325 42
	180 00	9 58	153 82	508		556	264 47
3,084 59	2,300 00	109 94	1,312 79	444	1,228 27	1026	543 78
249 04	100 00	40 00	128 77	450	228 48	441	233 73
7,905 19	6,869 10	1,364 08	6,782 04	7490	5,907 19	12061	6,362 12

COUNTY.

157 41		26 88	250 91	454	42 22	301	159 53
489 26	330 15		157 26	404	136 33	268	142 04
208 93	180 00	2 83	87 10	425	195 00	331	187 91
394 78	200 00	31 28	341 52	422	146 63	356	188 68
299 47	175 00	16 56	414 37			367	194 51
222 00	315 00	4 50	318 58	426		355	188 15
298 28		67 00	584 73			545	288 85
264 50	120 00	27 50	178 58	346	265 17	295	156 35
41 17		9 00			120 00	288	152 64
129 37	30 00	15 00	173 85	422	146 21	251	122 43
185 50		58 00	256 62	495		366	193 98
15 00		14 78	165 49	265	172 22	374	198 22
71 72		13 90	275 15			418	221 54
243 70	180 00	48 00	216 76	350	111 50	250	132 50
538 89	380 00	12 90	222 97	187	194 16	369	195 57
66 50		11 50	258 00	660	159 36	454	230 02
3,826 48	1,910 15	359 69	3,901 89	4856	1,688 80	5548	2,962 92

COUNTY.

217 00		59 82		53	125 00	320	169 60
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TOWNSHIPS.	No of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Armada,	7	3	510	457	6	6	11	\$915 00
Bruce,	9	2	603	458	7½	7	16	1,277 84
Chesterfield,	5	1	566	499	5½	4	9	802 70
Clinton,	7	1	873	510	7½	7	10	1,577 37
Erin,	4	1	540	214	6	3	6	404 25
Harrison,	2		221	70	9	1	3	154 50
Lenox,	7	1	369	333	6	3	12	564 00
Macomb,	4	4	510	421	7	5	12	770 36
Richmond,	8	3	558	445	5½	3	16	806 50
Ray,	8	3	511	381	6	6	16	762 33
Shelby,	6	2	584	516	7	5	11	1,045 00
Sterling,	3	2	340	277	7	2	7	551 79
Washington,	5	3	534	440	8	3	11	928 13
Warren,	5		309	116	4	1	4	286 00
Total,	80	26	7157	5137	6½	56	144	10,845 77

MARQUETTE

Marquette,	1		120	93	10	1	1	266 00
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MONROE

Ash,	5	3	497		5			413 81
Bedford,	6		345	241	5½			544 49
Dundee,	9	3	617	309	6			745 56
Erie,		1	78	30	8			117 00
Exeter,	3	2	266	198	5½			355 75
Frenchtown,	7	2	575	224	5			680 50
Ida,	3	1	250	183	7			398 36
Lasalle,	8		498	304	6			508 50
London,	5	2	286	239	5½			487 13
Milan,	6	1	332	304	5½			518 98
Monroe,	5		369	211	6			360 50
Monroe City,	5		1102	350	7			1,041 00
Raisinville,	4	5	629	411	7½			928 25
Summerfield,	4	1	303	298	5½			475 25
Whiteford,	6	2	390	213	8			562 06
Total,	76	23	6537	3515	6			8,137 13

Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular pur- pose.		Amount raised by rate bill.	No. of volumes in each township library.	Amount of mill tax raised in each Township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1886.
	To build school houses.	To repair school-houses.					
\$97 52			\$292 63	447	\$301 22	510	\$270 30
1,640 83	\$1,300 00	\$139 10	249 30	324	652 88	603	319 59
696 50	425 00	8 00	149 36	268	369 23	566	299 98
668 00		90 38	150 00	450	498 11	873	462 69
212 34			6 50	235	165 00	540	288 20
96 00		50 00		372	117 19	221	117 13
233 75	143 50	1 50	180 44	475	189 29	369	195 57
302 68	100 00	60 00	140 76	267		510	270 30
651 73	512 00	15 12	418 17	465	200 00	558	295 74
390 00	270 00	6 47	242 80	386	376 29	511	270 83
428 16	170 41	59 34	383 04	277	434 78	584	309 52
99 81		23 00	123 32	300	161 73	340	180 20
602 00	500 00	64 81	37 76	309	829 77	534	283 02
57 50		10 00	99 00			309	163 77
6,176 82	3,420 91	537 72	2,473 08	4575	4,295 49	7028	3,724 84

COUNTY.

			130 00	90		120	63 60
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COUNTY.

129 00	371 30			600		497	263 41
107 05	200 00	51 50	170 84	325	220 38	345	182 85
340 83		32 25	145 37			617	327 01
		15 00	79 49			523	277 19
251 15	125 00	12 13	68 68	378	130 00	266	140 98
185 00		26 00			264 62	575	274 99
497 65	300 00	65 00	34 75	431	155 38	250	132 50
113 50		21 50	27 78	484	228 82	498	263 94
86 00		17 23	106 66	423	141 37	286	151 58
688 65		100 00	102 74	411	164 56	332	175 96
228 77	205 00	40 87	40 15	245	255 00	369	195 57
132 36		80 00	41 00	350	910 27	1102	584 06
418 13		10 57	233 89			629	333 37
156 45		61 88	126 75	461	105 12	303	160 59
				489	221 37	390	206 70
3,334 54	1,201 30	533 87	1,178 11	4597	2,793 59	6982	3,670 70

TOWNSHIPS.	No of districts whose school houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Bloomer,	3		99	96	4			\$107 75
Bushnell,	3		166	55	5½			248 00
Eureka,	6	1	361	241	5			426 50
Fairplain,	4		130	89	4			142 75
Montcalm,	1	1	68	76	5½			90 00
Total,	17	2	824	557	5			1,015 00

NEWAYGO

Big Prairie Town,...	1		56	67	7	1		152 00
Brooks,	1		62	37	6	1	1	178 75
Croton,	1	2	134	97	4	2	2	162 00
Total,	3	2	252	201	5½	4	3	492 75

OAKLAND

Avon,	8	4	632	513	7	7	18	1,256 00
Addison,	6		276	250	6	4	8	472 62
Bloomfield,	7	5	760	393	7	8	13	1,060 42
Brandon,	6	4	473	394	6	7	11	723 43
Commerce,	7	4	512	476	8	5	17	834 60
Farmingtoa,	6	4	590	598	7½	10	9	1,403 63
Groveland,	6	1	349	280	5	3	7	455 25
Highland,	5	1	345	326	6½	6	5	507 67
Holley,	6	2	399	290	6½	4	8	595 68
Independence,	8		464	387	6	6	9	704 42
Lyon,	7	1	417	261	7	7	7	840 75
Milford,	9	2	650	597	7	8	14	1,555 53
Novi,	7	4	570	515	7	5	14	963 29
Oakland,	3	3	308	275	6	3	6	567 94
Orion,	7	1	420	388	6	5	9	699 50
Oxford,	3	4	462	427	6	5	6	885 00
Pontiac,	9	2	1038	961	7	9	15	1,139 62
Rose,	5	2	384	287	8	4	9	625 15
Royal Oak,	4	3	453	311	6	2	9	527 50
Southfield,	4	3	406	105	6	2	7	245 50
Springfield,	7	2	509	364	7	4	13	721 65
Troy,	7	2	485	441	7	9	12	923 25
Waterford,	7	3	459	304	6	7	10	995 98
White Lake,	6	3	401	410	6	5	10	685 59
West Bloomfield, ..	3	3	348	343	6	6	4	755 91
Total,	153	63	12110	9886	6½	141	250	10,245 88

ONTONAGON

Ontonagon,	1		232	75	4	1	1	175 00
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Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate bill.	Number of volumes in each Township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been appropriated.	Amount of Primary School Interest money appropriated in 1886.
	To build school-houses.	To repair school-houses.					
\$523 62	\$420 00		\$37 25	136	\$27 36	99	\$52 47
93 50	75 00	\$6 00	20 10	112	63 00	166	87 98
394 77	238 44	25 00	87 13	200		361	191 33
78 00	250 00				65 00	130	68 90
		30 00	58 80			68	36 04
1,089 89	983 44	61 00	203 28	448	155 36	824	436 72

COUNTY.

10 00		10 00	132 80	75	35 00	56	29 68
925 92	700 00		125 92	96	95 98	62	32 86
100 00	20 00	18 40	53 00	150		134	71 02
1,035 92	720 00	28 40	311 72	321	130 98	252	133 56

COUNTY.

98 99		42 60	216 39	576	625 95	632	334 96
213 36		2 21	216 15	300	252 32	276	146 28
512 00	410 00	50 00	260 57	466	564 96	760	402 80
155 88		23 00	250 92	518	185 60	473	250 69
399 73		57 25	448 26	560	401 83	512	271 36
341 28	151 37	70 00	462 07	633	633 44	590	312 70
157 25	150 00	3 25	63 12	420	250 13	349	184 97
265 02		5 00	145 33	470	170 35	345	182 85
769 68	500 00	33 00	84 17	386	117 95	399	211 47
159 77		44 75	222 27	312	318 92	464	245 92
73 00		66 13	257 84	376	297 00	417	221 01
917 24	575 24	26 96	670 33	450	376 81	650	344 50
284 11		98 11	330 33	374	472 91	570	302 10
53 32		19 50	46 34			308	153 24
251 60	198 00	48 00	289 73	427	196 54	420	222 60
134 74		3 25	327 48			462	244 86
287 10		157 53	148 55	485	1,165 02	1038	550 14
684 26	399 00	51 88	304 79	388	167 10	384	203 52
132 78	57 50		136 34	582		453	240 09
7 00		4 50	57 10	750	351 80	501	265 53
492 75	300 00	73 80	109 22	341	232 94	509	269 77
118 84		55 84	234 76	554	449 85	485	257 05
461 40	250 00	16 39	322 71	500	369 16	459	243 27
82 81		47 46	302 01	418	177 77	401	212 53
378 05	350 00	24 00	329 46	420	319 09	348	184 44
7,331 96	3,341 11	1,024 41	6,235 24	10706	8,097 44	12205	6,468 65

COUNTY.

378 62		35 00	100 39		226 24	232	122 96
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TOWNSHIPS.	No. of districts whose School houses are in each Town ship.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Allendale,.....	2		35	33	3½			\$ 87 00
Blendon,.....	1	1	42	38	3		3	57 00
Chester,.....	4	2	204	166	5	1	8	254 75
Crockery,.....	3		123	100	4	1	3	236 48
Casinovia,.....	1		27	18	3		1	19 50
Georgetown,.....	5		102	86	4	1	6	225 25
Holland,.....	2		270	175	5½	2		345 00
Jamestown,.....	3		94	51	5		5	123 50
Muskegon,.....	1		165	160	10	1	1	400 00
Ottawa,.....	1		202	150	10	1	1	614 14
Polkton,.....	3	1	116	137	5		6	246 00
Ravenna,.....	4		81	71	4		3	141 00
Spring Lake,.....	2		134	84	7	3	3	393 63
Tallmadge,.....	4	2	316	207	5½		11	390 58
Wright,.....	5	1	307	224	6	5	8	499 00
Zeeland,.....	3	1	314	146	5	4		445 00
Total,.....	44	8	2502	1846	5½	19	59	4,477 83

SAGINAW

Birch,.....	4		124	80	3		4	99 15
Bridgeport,.....	2		93	100	7	2	4	124 80
Buena Vista,.....	1		630	425	10	1	2	1,200 00
Chessemeing,.....	1		66	40	6		1	100 00
Hampton,.....	3		363	243	6	2	3	724 00
Saginaw,.....		3	407	284	6	2	7	801 88
St. Charles,.....	2		59	38	3		2	53 00
Taymouth,.....	1		82	19	4½		2	57 00
Tittabawassee,.....	4		202	144	4½	2	2	252 50
Zilwaukie,.....		1	58	20	3		1	78 00
Total,.....	18	4	2081	1393	5	9	28	3,490 33

SANILAC

Forester,.....	2	1	146	83	3	3	2	142 00
Huron,.....	1		36		3		1	42 00
Lexington,.....	9		528	358	7½			1,168 77
Sanilac,.....	3	3	219	87	2			240 75
Worth,.....	4	1	403	299	6	4	3	544 67
Total,.....	19	5	1332	827	3½	7	6	2,138 19

Whole amount of money raised by tax in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each Township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
	To build School-house.	To repair School-house.					
208 50	65 00		31 47	130	55 61	35	18 55
480 50	400 00			107	35 77	42	22 26
241 52	75 00	33 27	34 08	107	25 18	204	108 12
278 75	200 00	20 00	142 26	150	64 00	123	65 19
				100	45 65	27	14 31
348 00	265 00		56 13	211	93 30	102	54 06
488 00	153 00					270	143 10
93 44		2 00	11 44	114	31 45	94	49 82
197 94		60 00	288 00	170		165	h 141 24
181 00		15 00	64 50	402	237 18	202	107 06
347 30	87 00	37 50	181 72	309	81 69	116	61 48
379 00	300 00	15 00	47 54			81	42 93
425 00	400 00	25 00	165 10			134	71 02
157 00	864 50	15 00	97 38	332		316	167 48
58 00		79 00	215 90	283	102 00	307	162 71
368 06		61 05		213	97 26	314	166 42
4,252 01	2,809 50	362 82	1,335 52	2628	869 09	2532	1,395 75

COUNTY.

435 50	330 50	16 50	37 06	128	38 53	124	65 72
86 00		5 00	50 00	150	70 00	93	49 29
759 29			154 46	51	305 55	630	333 90
135 00			45 00	144	82 50	66	34 98
1,479 00	725 00	165 00	192 00			363	192 39
645 49		7 00	32 00	288	426 01	407	215 71
				51	42 42	59	31 27
16 52			16 52	120		82	43 46
236 00		31 00	41 00	227	171 33	202	107 06
406 50	300 00			18	92 00	58	30 74
4,199 30	1,355 50	224 50	568 04	1177	1,228 34	2084	1,104 52

COUNTY.

141 00	255 00		61 15	120	215 00	146	77 38
						36	19 08
1,536 50	1,456 00	30 00	286 97	150		528	279 84
389 83	76 83	121 00	66 15	200	121 00	219	114 07
140 75		15 00	81 17	230	279 38	403	213 59
2,208 08	1,787 83	166 00	495 44	700	615 38	1332	705 96

TOWNSHIPS.	No of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Antrim.....	2	3	202	200	4	4	6	\$803 75
Bennington.....	4	1	246	230	5	7	9	823 19
Burns.....	5	1	288	193	5½	4	6	452 00
Caledonia.....	4	2	425	349	6	10	5	476 72
Fairfield.....	1		32	21	3		1	16 25
Hazleton.....	2		32	27	3		2	29 25
Middlebury.....	2		74	90	4½		3	125 50
New Haven.....		3	108	74	5		5	160 50
Owosso.....	2	2	277	223	5½	1	7	547 85
Perry.....	3	2	209	193	4	4	3	270 25
Rush.....	1		44	50	6	1	1	69 00
Sciota.....	3	1	98	86	4		6	117 75
Shiawassee.....	4	3	457	414	6	5	9	718 63
Venice.....	4		183	150	7	2	6	315 18
Vernon.....	8	1	373	410	5½	5	11	563 41
Woodhull.....	4		122	109	4	3	3	229 00
Total.....	49	19	3214	2819	5	46	83	4,718 23

ST. CLAIR								
Berlin.....	3	4	366	300	5½		9	418 33
Brockway.....	3		123	97	4	1	3	200 25
Burchville.....	7		418	295	5	8	10	513 75
Casco.....	2		55	25	3½		3	55 25
China.....	7		516	340	6½	18	13	685 63
Clay.....	5		346	289	6	1	8	497 25
Columbus.....	3	3	278	226	5	4	5	328 50
Cottrelville.....	3		474	274	7			562 00
Clyde.....	6	1	304	229	4			302 51
Emmet.....	1		61	32	8	1	1	127 00
Ira.....	3		400	155	6	4	2	253 00
Kimball.....	2	1	151	151	6		5	228 00
Kenockee.....	4		111	81	4	1	4	180 50
Lynn.....	1		40	32	3		1	24 00
Mussey.....	2		51		3		2	43 20
Port Huron.....	6	1	1011	727	7	3	12	465 75
Riley.....	4		195	151	5	1	4	296 43
St. Clair.....	8	1	992	711	6	4	11	1,603 76
Wales.....	4		197	137	6	2	4	354 25
Total.....	74	11	6189	4252	5	46	97	7,539 46

Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular pur- pose.		Amount raised by rate bill.	No. of vols. in each township library.	Amount of mill tax raised in each township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
	To build school-houses.	To repair school-houses.					
172 00		36 00	73 48	271	81 80	202	107 06
135 00		48 81	147 10		83 88	246	130 38
445 63	300 00	5 63	295 63	313		288	152 64
1,052 70	600 00	23 00	162 27	450		425	225 25
1 00	750 00		10 25	21	31 00	32	16 96
35 00	150 00	91	29 25	107	25 00	32	16 96
23 00			51 58	200	37 00	74	39 22
109 31			52 35	133	25 00	108	57 24
176 00		15 00	174 89	490	119 00	277	146 81
263 25	200 00		75 25	307	103 35	209	110 77
64 00			14 00	175		44	23 32
23 00		11 00	101 79			98	51 94
111 25		41 78	312 18	391	148 38	457	242 21
248 18		34 85	35 00	300	25 00	183	96 99
104 94		8 00	302 67	383	115 74	373	197 69
152 33	50 00	25	129 00	124	63 60	122	64 66
3,116 59	2,050 00	225 23	1,966 65	3,388	858 75	3,170	1,680 10

COUNTY.

86 75		10 75	244 18	378	148 69	366	361 98
423 50	384 00		48 00	115	276 99	123	65 19
682 25	390 00	21 00	41 75	250	129 70	418	221 54
5 06	87 50		5 00	243		55	29 15
210 30		13 86	99 03	360	174 78	516	273 48
129 00		6 50	302 00			346	349 94
117 00		58 00	155 65		72 28	278	147 34
242 38			143 38	340	260 00	474	251 22
637 70	420 00	38 00	21 88	168	276 24	304	161 12
78 00						61	32 33
147 05		10 00	40 00	212	80 00	400	212 00
106 50		3 00		176	85 15	151	80 03
336 27	175 62		51 16	127	96 00	111	58 83
26 00		120 00	26 00	26		40	21 20
				85		51	27 03
1,723 54	700 00	68 00	529 90	104	725 00	1011	535 83
310 01	180 00	50 00	195 46	300	111 95	195	189 27
218 33	88 33		204 77	444	1,000 00	992	525 76
151 00	50 00		30 51			197	104 41
5,630 84	2,475 45	398 63	2,138 67	3,368	3,442 75	6,089	2,648 65

TOWNSHIPS.	No. of districts whose School-houses are in each Township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Burr Oak,.....	5	1	442	369	7	5	10	\$633 38
Colon,.....	6	3	418	404	6	6	10	865 75
Constantine,.....	6	1	547	445	6	2	10	807 33
Fawn River,.....	3	1	223	161	6	4	3	362 08
Fabius,.....	4	4	251	232	5	2	10	435 50
Florence,.....	3	4	346	250	6½	5	9	691 84
Flowerfield,.....	3	1	223	183	6	3	4	412 00
Leonidas,.....	7	7	381	348	6	3	6	571 43
Lockport,.....	4	3	540	443	6½	8	5	1,177 20
Mendon,.....	5	1	288	291	6½	4	8	537 00
Mottville,.....	4	1	268	163	5	1		440 63
Nottawa,.....	5	3	490	469	5	7	10	1,244 95
Park,.....	4	4	499	452	7			837 63
Sherman,.....	4	1	152	189	4½	4	3	372 75
Sturgis,.....	4	1	451	40	7	1	4	
White Pigeon,.....	4		429	341	7½	5	5	723 50
Total,.....	64	36	5948	4800	6	60	99	10,112 97

TUSCOLA

Arbela,.....	3		104	79	6		3	126 23
Denmark,.....	2		16	12	3		1	19 50
Rogers,.....	3	1	114	112	6	2	7	264 27
Tuscola,.....	2	2	249	179	6	2	5	397 25
Total,.....	10	3	483	382	5¼	4	16	807 25

VAN BUREN

Almena,.....	3	3	243	246	6½	2	10	431 50
Antwerp,.....	7	1	444	359	5½	5	9	669 53
Arlington,.....	3	2	178	138	5½			346 75
Bangor,.....	2	1	114	75	7			179 75
Bloomington,.....	1	1	81	27	3½	1	1	119 50
Columbia,.....	1		55	50	6	1	1	126 00
Decatur,.....	4	1	253	210	6	3	8	560 55
Geneva,.....	3		43	38	3			
Hamilton,.....	3		147	134	7	1	5	230 00
Hartford,.....	5	2	229	230	5	9	8	296 75
Keeler,.....	4		169	88	4			191 00
Lawrence,.....	3	3	247	197	5½	4	6	495 00
La Fayette,.....	5	2	478	404	7	3	17	1,274 50
Pine Grove,.....	2	1	51	63	4		3	110 19
Porter,.....	6		205	189	5			430 83
South Haven,.....	2		78	50	6½		1	263 00
Waverly,.....	3	2	134	131	5½	2	4	151 00
Total,.....	57	19	3263	2632	5½	34	73	5,375 85

Whole amount of money raised by tax in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each Township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1886.
	To build School-houses.	To repair School-houses.					
\$1,190 00	\$1,165 00		\$257 90	391	\$248 33	442	\$234 26
157 00		\$70 00	357 13	250	238 72	418	221 54
2,255 50	2,218 00	22 00	355 29			547	289 91
100 75	225 00	12 00	128 70	333	106 56	223	118 19
51 77		16 14	117 59	337	159 18	251	133 03
723 50	400 00	150 00	87 94	563	361 68	246	183 38
418 00	200 00	40 00	221 63	340		223	118 19
433 80	200 00	58 00	99 53			381	201 93
818 25	300 00	3 88	78 33	440	587 00	540	286 20
133 32		27 00	175 57	304	253 68	288	152 64
137 59	417 50	11 02	157 79			268	142 04
558 38	125 00	25 00	379 12	385	491 77	490	259 70
697 85	400 00	9 00	159 90	443	301 87	499	264 47
124 00		52 00	126 82	266	179 96	152	80 56
		40 00				451	239 03
1,481 25	1,180 00	231 00	188 62	131	400 00	429	227 37
9,280 96	6,830 50	767 04	2,891 86	4183	3,328 75	5948	3,152 44

COUNTY.

180 00	180 00		127 13	106	39 00	104	55 12
180 00	180 00		19 50	47		16	8 48
171 00	112 00		101 47	93	31 30	114	60 42
90 00	300 00	45 00	170 66	178	61 75	249	131 97
621 00	772 00	45 00	418 76	424	132 05	483	255 99

COUNTY.

287 25		63 00	52 25	281		243	128 79
783 86	575 00	28 38	357 54	400	166 48	444	235 32
284 69	80 00	30 38	34 00			178	94 34
103 67		28 00	19 50	171	138 82	114	60 42
190 00	150 00	13 00		330	56 35	84	44 52
106 00		20 00	20 00	140		55	29 15
307 77		97 40	173 08	300	107 00	253	134 09
20 00	180 00		17 00			43	22 79
106 29		10 00	31 10	440	100 00	147	77 91
162 60		101 00	97 60	307	81 14	229	121 37
97 50		41 00	39 71	430	105 55	169	89 57
441 25	231 00	80 00	133 00			247	130 91
576 13		48 00	474 23	288	356 66	478	253 34
48 00		13 00		104	127 32	51	27 03
213 59		99 00	208 64			265	140 45
85 00		13 07	136 88	187	99 87	78	41 34
643 10	585 00	33 85	89 21	293	89 59	134	71 02
4,481 60	1,801 00	719 08	1,883 74	3671	1,428 78	3263	1,702 36

TOWNSHIPS.	No of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole Districts.	Fractional Districts.						
Ann Arbor,	6	1	551	483	8	5	11	\$840 87
Ann Arbor City, ...	1		1092	767	10	2	9	1,994 50
Augusta,	4	2	290	308	6½	5	7	625 75
Bridgewater,	9		429	236	7	6	11	753 00
Dexter,	6	2	329	359	5½	5	8	600 46
Freedom,	7	2	550	324	4½	7	5	640 00
London,	4	3	345	277	6	7	7	581 34
Lodi,	7	1	383	326	5½	3	11	528 50
Lima,	5	1	307	257	7	3	10	709 87
Manchester,	8	2	509	383	7	8	15	1,036 62
Northfield,	5	3	472	437	7	5	10	852 08
Pittsfield,	4	3	404	296	7	7	7	818 50
Saline,	7	2	597	521	7½	7	12	1,359 10
Salem,	5	1	287	212	6½	4	8	670 94
Scio,	6	6	824	573	6	9	10	1,272 22
Sharon,	8		338	360	5	6	6	830 99
Superior,	8	2	463	409	7	5	16	925 27
Sylvan,	5	3	467	367	5	4	7	728 00
Webster,	6	1	324	301	7	7	7	796 50
York,	4	3	464	427	7	8	7	763 83
Ypsilanti,	8	5	1151	1098	6	7	23	3,651 33
Total,	123	43	10584	8721	6½	120	207	21,068 77

WAYNE

Brownstown,	8	2	490	105	3½	3	9	384 00
Canton,	5	4	577	232	7			898 18
Detroit City,			9912	5000	10			11,261 00
Dearborn,	7	3	528	364	5			799 05
Ecorse,	5		217	170	5			362 77
Greenfield,	8	2	719	427	7½			1,181 50
Grosse Point,	5		566	196	5			529 00
Huron,	1	1	148	118	7			208 00
Hamtramck,	5	1	794	457	9			1,214 50
Livonia,	8	1	560	444	6½			1,033 49
Monguagon,	3		382	100				412 00
Nankin,	6	3	697	473	7			1,174 24
Plymouth,	7	5	892	963	6			2,404 81
Redford,	10		607	405	5			1,008 34
Romulus,	4	4	350	275	4½			444 56
Springwells,	5	1	808	429	5¼			945 97
Sumpter,	2	2	170	78	6			164 75
Taylor,	2	1	166	137	6			220 75
Van Buren,	7	1	506	297	7½			153 06
Total,	98	31	19128	10670	6	3	9	24,799 97

Whole amount of money raised by tax in each Township.	Purposes for which it was raised, and the amount raised for each particular pur- pose.		Amount raised by rate-bill.	Number of volumes in each Township- Library.	Amount of mill tax raised in each Township.	Number of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
	To build School-houses.	To repair School-houses.					
\$3,243 15	\$2 500 00	\$45 42	\$93 98	350	\$590 32	551	\$292 03
9,048 00	7,000 00			220	959 80	1092	578 76
211 24		40 81	137 06	492	146 26	290	153 70
386 15	293 00	48 62	231 36			429	248 97
215 24	300 00	72 50	153 04			329	174 37
110 80		50 78	123 52	388	227 00	550	291 50
129 85	178 50	13 95	197 51	310	104 86	345	182 85
125 50		27 50	10 35	386	419 59	383	202 99
277 50	100 00	37 00	230 58	423	321 70	307	162 71
483 47	185 00	31 58	280 46	590	362 90	509	269 77
912 95	625 00	35 00	269 72	394	308 70	472	250 16
222 62		10 00	276 95	553	467 90	404	214 12
406 99		127 00	190 05	558	579 00	597	316 41
385 18	150 00	21 63	302 16	441	352 41	287	162 11
525 25	183 00	21 75	415 63			824	436 72
372 06	290 00	10 00	376 45	341	268 40	338	179 14
85 00		45 00	230 06	437	419 00	463	245 39
725 00	650 00	50 00	197 28			467	247 51
171 50	75 00	24 50	302 64	536	249 95	324	171 72
231 62		9 00	122 50	485	438 60	464	245 92
5,075 69	220 00	293 49	202 11			1159	587 24
23,345 77	12,752 50	1,015 53	4,343 51	6874	6,215 49	10584	5,604 09

COUNTY.

171 66	1,866 00	43 50				456	241 68
526 56	330 00		319 87			577	305 81
19,966 00		346 20				9912	5,253 36
182 91		16 87	240 95			528	279 84
296 75	150 00	20 00	12 47			217	115 01
947 12	680 00	75 39	14 00			719	409 39
498 00	150 00	16 00		347	258 44	566	299 98
65 00		5 00	35 00	360	95 00	148	78 44
589 34	230 00	27 25	6 50	497		794	420 82
438 49		58 04	521 31	362	299 00	560	296 80
133 00		50 00				382	202 46
383 66	119 00	30 00	450 31	538	250 26	697	369 41
1,384 13	1,050 00	51 29	436 09	694	638 58	892	472 76
227 40		40 75	187 40	649	277 26	607	321 71
773 07	480 00	31 00	144 88	395	15 57	342	181 26
1,149 50	900 00	25 00		236	600 50	772	409 16
181 73	100 00	9 00	15 74	432		170	90 10
257 00	150 00		13 63	366	56 09	166	87 98
45 24		36 84	212 73	475	178 01	506	268 18
28,216 56	6,205 00	582 13	2,610 88	5351	2,668 71	19011	10,103 15

NAMES OF COUNTIES.	No. of districts whose School-houses are in the Counties.		No. of children in each County between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each County.	Number of qualified female teachers that have been employed in each County.	Total amount of wages paid to teachers in each County.
	Whole districts.	Fractional districts.						
Allegan,	57	17	2,862	2,327	5.	28	84	\$4,964 82
Barry,	69	18	3,396	2,438	5.	38	92	5,389 76
Berrien,	82	20	5,307	3,851	5.	48	86	8,299 14
Branch,	91	33	6,359	5,536	6.5	73	184	10,846 64
Calhoun,	101	43	8,190	6,316	6.	90	195	15,760 32
Cass,	74	19	4,672	4,217	6.	47	101	9,286 42
Cheboygan,	1		74	40				156 00
Chippewa,	1		451	84	5.5			225 00
Clinton,	70	20	3,676	2,806	5.	27	90	4,798 59
Eaton,	79	23	4,670	3,758	5.	44	110	7,005 76
Genesee,	84	42	6,383	5,206	6.	68	138	10,544 61
Grand Traverse,	3		191	116	5.	2	2	258 50
Hillsdale,	120	28	7,832	6,594	6.5	83	185	14,334 80
Ingham,	84	25	4,891	4,154	5.5	45	119	8,091 91
Ionia,	61	27	4,147	3,428	5.5	44	109	7,024 11
Jackson,	111	41	7,901	6,697	6.	96	204	15,233 55
Kalamazoo,	86	31	6,090	5,058	6.	47	105	10,932 28
Kent,	96	32	6,976	5,350	4.	53	171	11,156 26
Lapeer,	52	19	3,633	2,774	5.5	42	94	5,248 20
Lenawee,	135	55	12,004	9,007	6.7	118	236	18,866 52
Livingston,	87	36	5,618	4,558	6.	55	92	10,277 74
Mackinac,	1		320	186	4.5	1	1	325 00
Macomb,	80	26	7,157	5,137	6.5	56	144	10,845 77
Marquette,	1		120	93	10.	1	1	266 00
Monroe,	76	23	6,537	3,515	6.			8,137 13
Montcalm,	17	2	824	557	5.			1,015 00
Newaygo,	3	1	252	201	5.7	4	3	492 75
Oakland,	153	63	12,110	9,886	6.5	141	250	10,245 88
Ontonagon,	1		232	75	4.	1	1	175 00
Ottawa,	44	8	2,502	1,846	5.3	19	59	4,477 83
Saginaw,	18	4	2,081	1,393	5.	9	28	3,490 33
Sanilac,	19	5	1,332	827	3.5	7	6	2,138 19
Shiawassee,	49	19	3,214	2,819	5.	46	83	4,718 23
St. Clair,	74	11	6,139	4,252	5.	46	97	7,539 46
St. Joseph,	64	36	5,948	4,800	6.	60	99	10,112 97
Tuscola,	10	3	483	382	5.2	4	16	807 25
Van Buren,	57	19	3,263	2,632	5.5	34	73	5,875 85
Washtenaw,	123	43	10,584	8,721	6.5	120	207	21,068 77
Wayne,	98	31	19,128	10,670	6.	3	9	24,799 97
Total,	2431	823	187,549	142,307	5.5	1,600	3,474	295,231 29

Whole amount of money raised by tax in each County.	Amount raised to build School houses.	Amount raised to repair School houses.	Amount raised by rate-bill.	Number of volumes in the Township libraries.	Amount of mill tax raised in each County.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1856.
\$4,334 48	\$2,249 00	\$443 14	\$1,157 16	3,042	\$1,157 16	2,862	\$1,516 86
5,702 54	2,627 50	569 60	1,752 19	3,568	924 16	3,396	1,799 88
13,917 34	12,475 00	766 65	2,361 30	5,528	2,938 57	5,307	2,812 71
5,735 00	2,328 91	597 51	3,306 87	3,982	2,448 07	6,359	3,383 23
9,411 07	3,667 04	765 79	5,203 99	8,410	3,749 02	8,142	4,385 34
3,755 76	1,513 00	401 44	3,605 01	6,030	2,320 13	4,672	2,476 16
			20 00				
100 00		100 00		227		451	239 03
3,674 67	2,069 50	440 40	973 85	4,406	900 81	3,676	1,948 28
8,148 80	5,829 37	328 41	2,301 25	3,206	1,584 48	4,670	2,475 10
7,583 16	2,649 11	747 66	2,790 75	4,459	2,312 95	6,387	3,440 31
170 35		98 00	203 32		40 95	191	101 23
10,262 85	4,909 50	951 10	5,405 52	4,229	4,113 07	7,802	4,150 96
4,734 18	1,789 47	438 88	2,532 96	3,055	1,532 40	4,891	2,592 23
7,050 83	4,534 50	276 20	2,138 03	3,413	1,805 71	4,147	2,197 91
13,061 17	6,533 50	963 98	3,059 07	4,281	5,271 54	7,701	4,097 30
5,160 06	2,218 60	604 80	2,188 93	3,924	4,677 55	6,090	3,227 70
10,419 98	4,400 78	655 35	3,401 18	5,201	2,212 47	6,976	3,714 08
2,263 96	1,059 77	280 40	1,563 03	3,496	1,663 98	3,609	1,912 77
7,905 19	6,869 10	1,364 08	6,782 04	7,490	5,907 19	12,061	6,362 12
3,826 48	1,910 15	359 69	3,901 89	4,856	1,688 80	5,548	2,962 92
217 00		59 82		53	125 00	320	169 60
6,176 82	3,420 91	537 72	2,473 08	4,575	4,295 49	7,028	3,724 84
			130 00	90		120	63 60
3,334 54	1,201 30	533 87	1,178 11	4,597	2,793 59	6,982	3,670 70
1,089 89	1,683 44	61 00	203 28	448	155 36	824	436 72
1,035 00	720 00	28 40	311 72	321	130 98	252	133 56
7,331 96	3,341 11	1,024 41	6,235 24	10,706	8,097 44	12,205	6,468 65
378 62	85 00		100 00		326 84	232	122 96
4,252 01	2,809 50	362 82	1,335 52	2,628	869 09	2,532	1,395 75
4,199 30	1,355 50	224 50	568 04	1,177	1,228 34	2,084	1,104 52
2,208 08	1,787 83	166 00	495 44	700	615 38	1,332	705 96
3,116 59	2,050 00	225 23	1,966 65	3,388	858 75	3,170	1,680 10
5,630 84	2,475 45	398 63	2,138 67	3,368	3,442 75	6,089	3,647 65
9,280 96	6,830 50	767 04	2,891 86	4,183	3,328 75	5,948	3,152 44
621 00	772 00	45 00	418 76	424	132 05	483	255 99
4,481 60	1,801 00	719 08	1,883 74	3,671	1,428 78	3,263	1,702 36
23,345 77	12,752 00	1,015 53	4,343 51	6,874	6,215 49	10,584	5,604 09
28,216 56	6,205 00	882 13	2,610 88	5,351	2,668 71	19,011	10,103 15
232,134 41	118,924 34	18,196 26	83,932 84	135,367	83,961 30	187,397	99,938 76

NOTES TO THE FOREGOING ABSTRACTS.

Some discrepancies will be found in the foregoing Abstracts, occasioned, generally, by supplementary returns and apportionments, for errors of previous years, corrected under sec. 9 of "An act prescribing the duties of Superintendent of Public Instruction." (Comp. laws, chap. 74.) The principal of these are noted below. A few are not noted. The letters refer to the townships indicated in the Abstracts.

The following sums are included in the apportionment of the Primary School Interest for the year 1855, and are for errors in the apportionment on the Reports for the year 1854 :

<i>a</i>	Coldwater, Branch county,	.....	\$12 96
<i>b</i>	Burlington, Calhoun	"	48 96
<i>c</i>	Tekonsha, " "	"	21 12
<i>d</i>	Atlas, Genesee	"	34 08
<i>e</i>	Grand Blanc, " "	"	10 56
<i>f</i>	Thetford, " "	"	10 56
<i>g</i>	Walker, Kent	"	16 80
<i>h</i>	Muskegon, Ottawa	"	53 79
<i>k</i>	Berlin, St. Clair,	"	168 00
<i>l</i>	Clay, " "	"	166 56
<i>m</i>	Riley, " "	"	85 92
<i>n</i>	Greenfield, Wayne,	"	28 32

A B S T R A C T
OF
SCHOOL INSPECTORS' REPORTS
BY TOWNSHIPS,
FOR THE YEAR 1856.

TOWNSHIPS.	No. of Districts whose School-houses are in each Township.	No. of children in each Township between the ages of 4 and 15 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Allegan,	7	475	322	6.5	2
Casco,	3	25	18	3.	
Cheshire,	2	55	55	4.6	1
Dorr,	6	112	115	4.7	1
Fillmore,	5	218	149	4.	2
Ganges,	5	180	109	6.	2
Gun Plain,	8	303	306	6.4	3
Heath,	2	16	34	3.	6
Hopkins,	5	125	92	4.4	
Leighton,	5	129	131	7.5	1
Manlius,	3	110	97	5.5	
Martin,	5	220	168	5.	1
Monterey,	5	223	210	5.2	3
Newark,	6	174	208	4.	
Otsego,	7	415	251	5.	
Salem,	6	79	57	3.	2
Trowbridge,	7	217	172	5.2	
Watson,	8	193	173	5.2	3
Wayland,	5	265	166	5.	2
Total,	100	3534	2833	4.9	29

BARRY

Assyria,	7	248	200	5.9	2
Barry,	8	326	219	5.3	3
Baltimore,	3	108	75	4.7	
Castleton,	8	306	349	6.3	5
Carlton,	7	259	245	6.	5
Hastings,	7	494	249	6.8	2
Hope,	8	73	59	4.5	1
Irving,	5	154	171	6.	1
Johnstown,	9	297	271	5.5	4
Maple Grove,	5	139	120	3.6	4
Orangeville,	4	245	241	6.3	5
Prairieville,	8	365	305	6.1	5
Rutland,	6	144	120	5.2	1
Thornapple,	5	276	261	6.8	4
Woodland,	5	203	184	4.7	3
Yankee Springs,	4	123	87	5.3	2
Total,	99	3760	3156	5.6	47

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate bill.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
10	\$930 17	\$645 50	\$17 00	475	\$251 75
2	91 25	134 00	37 00	25	13 25
3	112 50	105 00		55	29 15
3	136 50	612 42	75 24	112	59 36
4	306 25	317 52		218	115 54
4	485 00	153 02	51 52	180	95 40
12	682 30	406 23	230 79	303	160 59
2	26 00	408 75	16 50	16	8 48
5	193 25	233 08	53 00	125	66 25
5	385 00	110 60	59 71	129	68 37
4	188 36	42 00	50 17	110	58 30
6	453 00	360 64	129 92	220	116 60
	303 30	609 00	70 17	223	118 19
	310 00	50 00	128 00	174	92 22
10	472 50	132 25	65 46	415	219 95
3	55 50	175 00		79	40 87
4	291 25	735 00	48 15	217	115 01
9	434 75	240 24	167 53	193	102 29
6	337 75	389 25	87 77	265	140 45
92	6,194 63	5,859 50	1,287 93	3534	1,873 02

COUNTY.

12	\$368 50	\$111 30	\$130 12	248	\$131 44
10	430 50	602 75	177 82	326	172 78
5	116 75	47 00	19 50	108	57 24
10	449 50	309 81	95 14	306	162 18
9	539 70	585 17	68 77	259	137 27
7	1,511 50	908 50	485 05	494	261 82
4	135 75	130 00	51 60	73	38 69
8	298 00	427 15	49 30	154	81 62
12	668 77	227 49	244 25	297	157 41
4	339 00	331 75	57 77	139	73 67
2	383 50	557 50	69 86	245	129 85
8	627 00	1,117 58	213 00	365	193 45
7	229 75	161 50	98 00	144	76 32
3	414 75	373 60	43 09	276	146 28
4	240 24	412 98	37 19	203	107 59
5	264 75	108 00	98 30	123	65 19
110	7,086 96	6,412 08	1,938 76	3760	1,993 80

TOWNSHIPS.					
	No. of Districts whose School houses are in each township.	No. of children in each Township between the ages of 4 and 18 years.	Whole No. of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Bainbridge,	4	260	239	5.3	3
Berrien,	8	370	324	5.4	6
Benton,	8	316	222	5.	4
Bertrand,	11	521	492	5.3	8
Buchanan,	8	517	435	5.	3
Chickaming,	2	53	31	3.	
Galien,	3	161	132	4.1	2
Hagar,	5	88	71	5.2	1
Lake,	4	140	116	4.5	2
New Buffalo,	1	115		6.	1
Niles,	14	1442	890	6.2	7
Oronoko,	7	322	195	6.2	3
Pipestone,	10	423	251	6.3	3
Royalton,	6	241	162	4.	4
St. Joseph,	2	206	145	9.5	2
Three Oaks,	3	169	139	5.2	3
Watervleit,	6	217	183	4.5	3
Weesaw,	5	167	87	4.	
Total,	110	5728	4114	5.2	55

BRANCH					
Algansee,	8	307	328	5.6	4
Batavia,	11	288	270	5.7	5
Bethel,	7	321	283	5.8	4
Bronson,	5	373	163	6.3	3
Butler,	7	337	253	5.3	4
California,	7	203	124	4.6	
Coldwater,	13	1149	363	6.6	8
Girard,	9	379	235	8.4	6
Gilead,	4	283	206	6.	4
Kinderhook,	4	147	109	6.1	2
Matteson,	9	329	266	5.	1
Noble,	4	189	189	5.5	3
Ovid,	9	414	351	6.	4
Quincy,	10	680	623	6.8	7
Sherwood,	8	348	312	5.3	7
Union,	10	554	371	6.1	6
Total,	125	6301	4446	6	68

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each township.	Amount raised by rate bill.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
10	508 5h	121 50	183 61	260	137 80
8	750 00	178 00	316 67	370	196 10
9	552 66	411 99	172 32	316	167 48
11	1,032 29	1,064 10	434 48	521	276 13
9	756 79	758 05	150 47	517	274 01
1	52 00	265 00		53	28 09
3	193 50	283 75	45 00	161	85 33
4	156 00	447 73	77 32	88	46 64
4	196 25	299 00	56 75	140	74 20
2	290 00	153 00		115	60 95
22	2,361 65	4,603 28	601 95	1442	764 26
7	860 00	349 42	244 65	322	170 66
11	598 75	486 28	116 75	423	224 19
5	378 83	76 00	135 53	241	127 73
2	570 00	185 00	226 64	206	109 18
4	253 25	138 00		169	89 57
8	349 25	322 47	136 41	217	115 01
7	215 31	323 30	18 34	167	88 51
127	10,115 05	10,465 82	2,916 89	5728	3,035 84

COUNTY.

8	568 25	342 00	297 30	307	162 71
8	570 75	195 75	136 41	288	152 64
8	433 75	328 63	32 16	321	170 13
6	503 90	357 00	83 54	373	197 69
8	307 00	444 37	134 40	337	178 61
	327 00	39 24	166 88	203	107 59
18	2,059 04	1,503 99	750 00	1149	608 97
12	674 25	252 87	164 82	379	200 87
4	359 00	271 10	25 00	283	149 99
6	272 00	15 00	82 95	147	77 91
14	422 68	354 35	123 18	329	174 37
5	242 55	122 00	84 55	189	100 17
11	648 75	329 55	73 19	414	219 42
13	1,098 87	808 87	203 33	680	360 40
34	466 00	183 80	169 79	348	184 44
17	1,102 10	682 68	333 47	554	293 62
172	10,054 99	6,221 20	2,961 00	6391	3,339 53

TOWNSHIPS.	No. of Districts whose School-houses are in each Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole No. of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Albion,	7	598	380	8.	6
Athens,	6	255	182	6.5	5
Battle Creek,	9	1221	1078	6.6	7
Bedford,	9	355	320	6.	3
Burlington,	5	272	246	7.7	5
Clarence,	7	332	293	6.8	6
Clarendon,	6	315	215	6.8	3
Convis,	6	289	251	6.3	5
Eckford,	8	315	291	7.2	6
Emmet,	10	517	446	7.2	6
Fredonia,	9	353	297	5.4	5
Homer,	6	379	358	7.5	5
Lee,	7	332	270	6.	3
Le Roy,	9	355	352	5.8	7
Marshall,	9	1137	912	7.	4
Marengo,	8	345	279	6.6	7
Newton,	7	262	222	7.9	4
Pennfield,	8	317	271	6.8	5
Sheridan,	7	376	351	6.2	4
Tekonsha,	6	297	266	7.	4
Total,	149	8622	7280	6.8	100

CASS

Calvin,	8	381	330	5.	3
Howard,	7	312	207	6.	3
Jefferson,	8	332	303	4.7	5
La Grange,	7	476	439	6.4	7
Mason,	5	226	238	6.1	4
Marcellus,	4	112	102	4.	1
Milton,	6	284	278	6.7	6
Newburgh,	6	205	110	4.4	1
Ontwa,	5	277	270	7.6	2
Penn.,	7	343	312	5.2	5
Porter,	13	532	506	5.6	5
Pokagon,	7	624	523	7.	7
Silver Creek,	6	311	199	5.2	3
Volinia,	6	243	192	6.2	4
Wayne,	7	331	300	7.3	4
Total,	102	4989	4309	5.8	60

CHEBOYGAN

Inverness,	1	67	53	3.	1
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CHIPPEWA

Sault Ste. Marie,	1	459	120	12.	1
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Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each township.	Amount raised by rate bill.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
7	\$993 05	\$1,131 69	\$198 44	598	\$316 94
5	427 52	127 84	95 18	255	135 15
13	2,688 84	2,670 45	1,228 50	1221	647 13
14	509 85	386 46	172 60	355	188 15
8	654 27	95 50	60 07	272	144 16
8	399 36	225 00	153 94	332	175 96
9	445 16	22 22	212 12	315	166 95
6	575 50	45 58	150 10	289	153 17
9	865 25	657 75	299 92	315	166 95
9	989 50	849 59	289 20	517	274 01
10	710 85	349 50	281 79	353	187 09
8	891 00	269 68	460 10	379	200 87
11	418 80	485 00	137 85	332	175 96
10	756 88	568 79	384 78	355	188 15
18	3,122 68	2,621 26	1,249 57	1137	602 61
9	753 12	214 00	306 17	345	182 85
9	593 50	220 64	234 20	262	138 86
9	568 96	210 65	61 68	317	168 01
7	814 96	595 82	349 26	376	199 28
8	633 21	250 02	167 14	297	157 41
187	17,812 26	11,997 44	6,492 61	8622	4,569 66

COUNTY.

10	\$591 13	\$191 00	\$110 45	381	\$201 98
7	563 00	150 00	178 90	312	165 36
7	880 50	169 50	288 68	332	175 96
7	1,018 25	293 32	451 45	476	252 28
4	489 00	71 50	243 41	226	119 78
3	180 75	111 80	15 00	112	59 36
5	772 20	118 08	369 66	284	150 52
6	305 83	143 27	138 61	205	108 65
7	807 00	385 06	188 12	277	146 81
6	857 81	205 75	161 00	343	181 79
14	964 47	1,590 02	295 07	532	281 96
8	1,162 09	27 00	276 71	624	330 72
7	408 75	174 74	194 02	311	164 83
7	622 25	179 18	195 97	243	128 79
6	764 72		281 59	331	175 43
104	10,387 75	3,810 22	3,388 64	4989	2,644 17

COUNTY.

1	\$60 00		\$60 00	67	\$25 51
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COUNTY.

1	\$534 50	\$85 00		459	\$243 27
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TOWNSHIPS.	No. of Districts whose School houses are in each Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Bath,.....	6	158	130	5.6	1
Bengal,.....	5	182	110	4.9	2
Bingham,	4	300	232	6.2	6
Dallas,	5	141	97	4.4	1
De Witt,.....	6	4 4	372	6.4	6
Duplain,.....	4	237	277	6.6	3
Eagle,.....	5	261	290	5.9	5
Essex,.....	5	316	274	7.6	3
Greenbush,	7	263	236	5.4	2
Lebacon,.....	7	218	167	5.2	
Olive,.....	4	135	101	5.5	2
Ovid,	6	199	138	5.9	1
Riley,	6	242	99	5.8	4
Victor,	4	163	146	5.8	3
Watertown,.....	5	202	188	6.6	2
Westphalia,	6	341	122	4.	4
Total,.....	85	3802	2970	5.7	45

EATON

Belleveue,.....	10	477	396	6.5	
Benton,.....	6	230	124	4.6	
Brookfield,.....	7	153	117	4.3	
Carmel,.....	9	481	419	6.	1
Chester,	8	281	274	7.2	2
Delta,	5	197	125	5.5	
Eaton,	7	356	284	5.7	4
Eaton-Rapids,.....	14	848	583	6.2	6
Kalamo,	10	344	323	5.5	3
Oneida,.....	10	516	451	7.3	6
Roxand,	6	257	182	6.5	6
Sunfield,	4	30	30	3.	
Vermontville,	8	201	177	5.3	
Walton,	7	351	303	5.9	5
Windsor,	7	259	205	4.8	
Total,.....	118	4981	3993	5.6	41

Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each Township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
9	\$169 72	\$138 50	\$	158	\$ 83 74
7	203 30		35 68	182	96 46
6	369 49	214 75	151 31	300	159 00
6	212 94	171 05	44 70	141	74 73
6	900 15	1,140 25	228 11	444	235 32
5	414 00	317 81	212 64	237	125 61
6	438 03	251 60	105 00	261	138 33
7	465 28	38 50	17 90	316	167 48
4	333 75	235 55	56 83	263	139 39
	305 66	292 50	35 37	218	115 54
3	258 00	78 50	24 00	135	71 55
8	361 50	654 75	90 35	242	128 26
7	366 87	147 60	148 51	199	105 47
5	354 09	341 00	146 33	163	86 39
7	422 79	435 14	76 18	202	107 06
4	344 00	288 56		341	180 73
90	5,919 57	4,747 06	1,372 91	3802	2,015 06

COUNTY.

	961 72	1,098 09	308 50	477	252 81
	346 41	138 64	76 52	230	121 90
4	187 75	86 00	21 00	153	81 09
9	852 88	262 31	82 12	481	254 93
10	511 02	94 36	168 41	281	148 93
	312 30	200 43	9 93	197	104 41
8	542 75	165 08	466 80	356	188 68
16	1,562 17	876 02	32 66	848	449 44
13	566 58	1,032 32	155 25	344	182 32
13	934 70	834 25	271 57	516	273 48
4	466 52	667 08	144 87	257	136 21
2	44 50	8 00	12 00	30	15 90
8	339 25	466 60	94 62	201	106 53
9	673 50	477 88	86 32	351	186 03
	412 46	793 52	116 16	259	137 27
96	8,714 51	7,200 58	2,046 73	4981	2,639 93

TOWNSHIPS.	No. of Districts whose School houses are in each Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Argentine,	6	250	207	5.6	5
Atlas,	11	614	577	7.2	11
Burton,	9	386	318	5.8	2
Clayton,	7	325	324	6.3	4
Davison,	8	258	218	5.6	3
Fenton,	8	583	471	6.8	28
Forest,	4	170	123	5.6	2
Flint,	10	301	204	6.3	5
Flint City,	4	922	531	9.5	4
Flushing,	6	357	201	6.3	3
Gaines,	7	242	221	5.4	2
Genesee,	10	418	317	5.5	4
Grand Blanc,	8	415	420	7.	5
Montrose,	5	85	79	3.4	1
Mundy,	8	445	477	6.5	6
Mt. Morris,	5	220	164	6.	2
Richfield,	8	299	320	6.	8
The'ford,	6	290	231	6.5	1
Vienna,	6	291	198	6.1	2
Total,	126	6871	5601	6.2	98

GRAND TRAVERSE

Leelanaw,	2	121	63	3.	1
Megeezee,	1	68	35	3.	1
Peninsula,	1	103	79	5.	1
Total,	4	492	177	3.6	3

GRATIOT

Arcada,	2	48	42	3.	1
Fulton,	3	109	92	6.4	1
New Haven,	2	97	32	3.	
North Shade,	1	38	35	4.5	
North Star,	2	60	49	4.5	1
Pine River,	1	65	48	3.	1
Total,	11	417	298	4.9	4

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
5	\$513 67	\$471 00	\$ 81 00	250	\$132 50
10	1,250 66	471 21	294 57	614	325 42
14	646 37	1,489 18	109 47	386	204 58
9	564 97	149 68	273 05	325	172 25
11	511 75	119 00	207 32	253	136 74
26	912 63	445 20	539 58	583	308 99
6	250 00	558 00	9 00	170	90 10
10	619 45	112 13	211 86	301	159 53
11	2,102 50	1,573 31	832 92	922	488 06
8	524 50	411 00	171 51	357	189 21
10	457 25	199 01	214 08	242	128 26
13	781 25	176 75	283 02	418	221 54
10	995 25	560 41	342 58	415	219 95
5	124 25	403 57	75 63	85	45 05
9	765 36	186 80	320 68	445	235 85
5	370 25	135 63		220	116 60
6	545 00	165 29	148 01	299	158 47
11	478 75	218 75	20 00	290	153 70
7	493 75	781 50	73 26	291	154 23
186	12,917 61	8,627 42	4,207 54	6871	3,641 63

COUNTY.

2	\$145 50		\$29 76	121	\$64 13
	108 00	\$131 50		68	36 04
1	117 50		117 50	103	54 59
3	371 00	131 50	147 26	292	154 76

COUNTY.

1	\$ 73 50	\$173 00	\$41 50	48	\$25 44
4	203 00	191 00	64 50	109	57 77
2	39 00	28 50	39 00	97	51 41
2	44 86	3 75		38	20 14
2	105 50	49 00		60	31 80
	26 00	26 51	26 00	65	34 45
11	491 86	471 76	171 00	417	221 01

TOWNSHIPS.	No. of Districts whose School-houses are in each Township.	No. of children in each township between the ages of 4 and 18 year.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Adams,.....	10	521	474	6.6	8
Allen,.....	9	417	356	7.4	8
Amboy,.....	8	221	200	3.5	1
Camden,.....	11	516	412	5.8	4
Cambria,.....	11	418	361	6.5	6
Fayette,.....	9	1255	886	7.	7
Jefferson,.....	10	543	393	6.1	4
Litchfield,.....	8	528	443	7.5	7
Moscow,.....	7	385	395	7.4	7
Pittsford,.....	10	526	432	7.	6
Ransom,.....	7	367	303	5.7	3
Reading,.....	12	566	501	6.3	5
Scipio,.....	8	372	359	7.2	2
Somerset,.....	7	347	331	6.3	5
Wheatland,.....	11	516	547	7.1	8
Woodbridge,.....	8	255	212	5.2	1
Wright,.....	9	411	355	5.6	5
Total,.....	155	8164	6960	6.4	87

HURON

Dwight,.....	2	97	83	9.5	1
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INGHAM

Alaiedon,.....	8	257	244	5.	1
Aurelius,.....	8	418	389	4.5	6
Bunker-Hill,.....	7	238	228	5.	4
Delhi,.....	7	331	260	5.7	6
Ingham,.....	7	395	384	7.5	4
Lansing,.....	5	760	616	6.8	3
Le Roy,.....	6	189	168	3.7	1
Leslie,.....	10	379	330	5.1	3
Locke,.....	6	223	160	5.	3
Meridian,.....	7	298	150	5.6	7
Onondaga,.....	8	365	303	6.1	13
Phelpstown,.....	6	151	143	8.3	2
Stockbridge,.....	7	288	322	7.	13
Vevey,.....	7	441	322	6.4	2
Wheatfield,.....	5	107	102	4.7	8
White Oak,.....	7	287	257	5.9	4
Total,.....	111	5101	4378	5.8	80

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each township.	Amount raised by rate-bill.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
11	\$1,084 40	\$412 69	\$519 68	521	\$276 13
10	878 75	776 58	330 04	417	221 01
9	208 75	275 00	24 81	221	117 13
17	716 75	134 50	152 59	516	273 48
15	610 71	285 61	339 34	418	221 54
16	2,736 38	1,514 04	613 35	1255	665 13
9	649 41	415 27	178 30	543	287 79
9	1,381 50	347 74	627 84	528	279 84
7	842 50	184 00	149 68	385	204 05
16	971 13	49 18	295 36	526	278 78
9	537 08	514 71	282 10	367	194 51
15	991 95	859 97	150 59	566	299 98
14	673 25	497 45	221 27	372	197 16
7	754 41	456 70	313 40	347	183 91
14	1,086 30	100 83	438 04	516	273 48
13	391 00	256 25	83 10	255	135 15
11	656 80	580 31	60 19	411	217 83
202	15,171 07	7,660 83	4,679 68	8164	4,326 92

COUNTY.

2	315 00	70 17	244 00	97	51 41
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COUNTY.

11	417 87	118 19	145 13	257	136 21
2	651 14	134 25	165 08	418	221 54
8	445 57	115 40	180 01	238	126 14
6	499 25	236 50	108 87	313	165 89
6	716 25	207 99	281 42	395	209 35
11	1,731 00	353 38	210 79	760	402 80
6	255 50	104 71	26 07	181	95 93
16	476 85	154 97	181 13	379	200 87
6	388 90	183 29	79 73	223	118 10
8	526 75	116 35	134 31	298	157 94
9	724 09	238 25	267 21	365	193 45
3	350 00	239 00	173 65	151	80 03
9	657 92	199 57	258 24	288	152 64
10	767 22	197 14	285 80	441	233 73
4	159 37	29 92	111 50	107	56 71
9	431 75	154 80	154 03	287	152 11
118	9,199 43	2,783 71	2,762 97	5101	2,703 53

TOWNSHIPS.	No. of Districts whose School houses are in each Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Alamo,	6	215	188	5.7	3
Brady,	6	324	268	5.6	3
Coop-r,	7	385	326	6.2	4
Comstock,	9	613	485	7.2	13
Climax,	8	423	300	6.3	
Charle-ton,	7	309	284	6.7	6
Kalamazoo,	15	1687	1045	7.	5
Oshtemo,	10	368	265	6.	5
Pavillion,	6	199	180	5.1	7
Portage,	8	311	219	5.9	5
Prairie Ronde,	8	342	315	5.9	6
Richland,	8	329	112	6.5	
Ros-,	9	490	388	7.	6
Schoolcraft,	6	416	440	7.	5
Texas,	6	226	173	5.6	
Wakeshma,	4	109	82	4.5	
Total,	123	6746	5070	6.1	68

KENT

Ada,	8	321	303	7.	6
Algoma,	6	246	217	6.1	1
Alpine,	11	417	259	5.7	4
Bowne,	6	163	168	6.3	2
Byron,	8	312	250	6.3	3
Cannon,	10	403	345	5.8	4
Cascade,	7	270	224	5.7	4
Courtland,	6	289	234	6.3	6
Caledonia,	5	164	119	5.1	
Gaines,	6	218	197	4.8	2
Grand Rapids City,	3	1873	1258	10.2	5
Grand Rapids,	9	352	250	6.7	4
Grattan,	6	280	308	6.3	
Lowell,	8	340	250	6.7	3
Nelson,	1	23	11	3.	
Oakfield,	7	286	211	6.4	3
Paris,	9	389	296	6.1	3
Plainfield,	6	316	239	7.1	3
Sparta,	6	168	119	4.1	1
Tyrone,	1	64	64	6.	
Vergennes,	10	492	455	6.3	8
Walker,	8	359	240	5.6	5
Wyoming,	8	354	157	6.5	4
Total,	155	8099	6174	6.1	71

Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1887.
7	\$456 00	\$466 56	\$181 71	215	\$113 95
6	463 12	135 25	119 69	324	171 72
10	711 50	128 37	287 01	385	204 05
9	1,416 71	453 97	475 75	613	324 89
	682 46	137 50	133 41	423	224 19
10	640 80	124 14	147 24	309	163 77
16	2,055 14	3,101 83	255 00	1687	894 11
14	810 25	1,087 00	196 99	368	195 04
7	450 32	228 28	223 33	199	105 47
10	636 35	499 29	212 89	311	164 83
8	762 83	510 00	125 50	342	181 26
	616 25	442 00	143 77	329	174 37
10	692 25	232 89	107 97	490	259 70
9	1,093 93	196 44	265 80	416	220 48
	456 25	316 44	135 34	226	119 78
	164 50	520 00	46 00	109	57 77
116	12,008 68	8,579 96	3,067 40	6744	3,575 38

COUNTY.

8	574 10	439 80	310 57	321	170 13
10	598 25	257 55	160 43	246	130 38
14	785 50	203 34	367 23	417	221 01
6	352 50	162 00	101 03	163	86 39
8	402 50	349 70	105 82	312	165 36
14	754 80	309 35	368 48	403	213 59
8	572 50	306 25	122 06	270	143 10
7	702 25	175 02	135 85	289	153 17
7	103 00	368 39	45 01	164	86 92
7	391 67	392 70	117 99	218	115 54
23	5 238 40	8,475 09	879 09	1873	992 69
12	739 79	312 30	104 97	352	186 56
	560 00	448 30	234 11	280	148 40
10	837 00	463 00	206 26	340	180 20
1	19 50	70 00	9 50	23	12 19
9	634 10	198 50	167 56	286	151 58
12	760 25	768 42	151 22	389	206 17
10	607 00	183 44	213 99	316	167 48
5	222 77	423 25	112 89	168	89 04
2	58 50	44 59	5 00	64	33 92
13	960 72	660 69	430 46	492	260 76
7	672 00	162 00	218 68	359	190 27
11	736 13	482 00	42 57	354	187 62
204	17,383 13	15,655 59	4,610 77	8599	4,292 47

TOWNSHIPS.	No. of Districts whose School houses are in each Township.	No of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Berlin,.....	7	174	125	5.	1
Boston,.....	6	280	130	5.8	3
Campbell,.....	5	100	74	4.5	1
Danby,.....	5	216	143	5.4	2
Easton,.....	5	224	141	6.2	4
Ionia,.....	8	568	432	7.	6
Keene,.....	8	405	296	6.	
Lyons,.....	8	482	375	6.2	7
North Plains,.....	6	301	176	5.8	3
Odessa,.....	2	58	10	4.	1
Orange,.....	8	400	234	5.5	3
Orleans,.....	4	245	179	7.2	3
Otisco,.....	10	497	439	7.3	7
Portland,.....	9	402	397	10.	7
Ronald,.....	9	295	303	6.3	3
Sebewa,.....	4	169	132	4.7	
Total,.....	104	4816	3586	5.4	51

JACKSON

Columbia,.....	7	359	285	7.	4
Concord,.....	8	336	327	6.4	4
Grass Lake,.....	12	578	564	7.2	6
Hanover,.....	7	355	344	8.3	7
Henrietta,.....	5	217	211	6.5	4
Jackson,.....	19	1882	1716	6.5	12
Leoni,.....	11	580	510	6.3	6
Liberty,.....	9	358	353	6.5	8
Napoleon,.....	13	485	458	7.	8
Parma,.....	9	588	523	6.3	7
Pulaski,.....	8	369	343	6.4	6
Rives,.....	8	374	345	4.7	5
Sandstone,.....	6	290	210	8.1	5
Spring Arbor,.....	7	320	296	6.5	4
Springport,.....	9	366	313	5.8	4
Tompkins,.....	9	296	297	6.4	3
Waterloo,.....	10	554	425	6.2	7
Total,.....	157	8307	7520	6.6	100

Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each Township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate bill.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
6	\$370 67	\$522 66	\$ 95 90	174	\$ 92 22
9	308 69	980 90	41 93	280	148 40
5	151 00	160 00	84 00	100	53 00
8	295 50	189 00	120 11	216	114 48
6	419 14	450 18	463 54	224	118 72
11	1,274 45	477 40	192 65	568	301 04
	661 25	165 28	282 94	405	214 65
11	1,252 00	2,493 81	102 47	482	255 46
9	459 00	519 78	39 71	301	159 53
2	106 25	350 00	87 42	58	30 74
12	479 77	584 08	87 00	400	212 00
5	365 00	121 24	274 41	248	129 85
11	1,194 29	1,090 46	471 69	497	263 41
16	875 04	777 20	349 58	402	213 06
14	726 75	263 58		295	156 35
	298 50	336 00		169	89 57
125	9,237 30	9,585 57	2,683 35	4816	2,552 48

COUNTY.

10	\$653 00	\$379 12	\$244 11	359	\$190 27
10	748 75	15 47	154 40	336	178 08
18	1,186 98	746 45	277 08	578	306 34
7	770 17	572 57	356 08	355	188 15
6	386 50	21 50	84 89	217	115 01
30	5 595 75	7,631 13	1,517 59	1882	997 46
12	959 01	881 20	37 78	580	307 40
7	714 11	103 14	204 92	358	189 74
14	1,214 58	509 8	288 57	485	257 05
10	1,164 75	234 54	435 09	588	311 64
8	735 25	274 19	253 71	369	195 57
9	677 00	192 64	160 52	374	198 22
9	524 25	94 29	77 15	290	153 70
9	645 50	70 00	139 30	320	169 60
12	614 95	722 85	96 77	366	193 98
9	572 00	304 51	202 45	296	*161 25
10	864 96	159 19	60 88	554	293 62
190	13,027 51	12,912 48	4,681 29	8307	4,407 08

* This amount includes \$4 37, apportioned on the Report for 1855, which was then by an error omitted.

TOWNSHIPS.	No. of Districts whose School-houses are in each Township.	No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Allison,.....	1	30	11	3.	
Almont,.....	9	703	450	6.5	
Attica,.....	5	275	164	5.	
Dryden,.....	10	535	473	6.	
Elba,.....	6	181	171	6.2	3
Goodland,.....	3	75	38	3.	
Hadley,.....	8	456	302	6.5	
Imlay,.....	4	153	126	5.3	
Lapeer,.....	15	861	654	6.	9
Marathon,.....	3	163	100	6.	1
Metamora,.....	7	266	219	6.6	5
Oregon,.....	3	135	106	7.	1
Total,.....	74	3833	2814	5.6	19

LENAWEE

Adrian City,.....	1	1635	1585	10.	1
Adrian,.....	14	627	491	6.6	9
Blissfield,.....	10	598	157	5.1	
Cambridge,.....	8	337	286	7.4	5
Dover,.....	10	498	348	6.6	
Fairfield,.....	13	551	475	6.2	9
Franklin,.....	10	500	454	6.2	9
Hudson,.....	13	777	516	8.3	4
Madison,.....	7	316	242	6.2	
Medina,.....	16	800	734	6.6	8
Macon,.....	9	512	317	6.	
Ogden,.....	9	327	268	5.	8
Palmyra,.....	12	575	330	5.4	7
Raisin,.....	11	504	415	5.7	
Ridgeway,.....	5	346	307	7.2	4
Riga,.....	4	132	116	4.7	2
Rollin,.....	7	359	277	7.1	
Rome,.....	12	583	374	6.3	
Seneca,.....	10	608	445	5.9	3
Tecumseh,.....	9	1023	821	8.	9
Woodstock,.....	9	428	248	5.3	
Total,.....	199	12,036	9206	6.4	78

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1897.
1	\$ 13 00		\$ 13 00	30	\$ 15 90
	1,107 81	328 00	490 87	703	372 50
	251 00	179 00	137 34	275	145 75
	751 00	309 59	307 70	535	283 55
7	433 25	99 50	145 09	181	95 93
5	84 00	340 00	84 00	75	39 75
	770 25	235 50	251 68	456	241 68
	141 37	93 00		153	81 09
20	1,131 25	453 26	337 77	861	456 38
4	218 50	65 50	140 66	163	86 39
9	524 36	223 13	233 08	266	140 98
5	253 50	91 50	45 52	135	71 55
51	5,689 29	2,417 98	2,186 71	3833	2,031 49

COUNTY.

13				1635	866 55
13	1,328 92	89 70	270 64	627	332 31
	1,060 00	238 25	246 78	598	316 94
12	772 25	108 17	350 88	337	178 61
	831 32	760 13	396 39	498	263 94
15	834 15	426 67	197 90	551	292 03
11	914 06	480 70	107 00	500	265 00
18	1,241 25	909 75	433 34	777	411 81
	843 50	630 16	248 53	316	167 48
27	1,269 80	128 84	408 44	800	424 00
	844 71	89 55	293 00	512	271 36
8	672 92	168 20	207 53	327	173 31
13	1,080 92	214 68	284 78	575	304 75
	691 04	150 00	317 77	504	267 12
6	617 50	74 86	117 65	346	183 38
4	309 50	285 63		132	69 96
	719 38	211 51	91 17	359	190 27
	1,288 64	114 73	335 12	583	308 99
14	781 62	1,560 45	295 19	608	322 24
17	3,276 54	3,017 00	1,179 43	1023	542 19
	394 00	149 75		428	226 84
171	10,922 02	9,808 73	5,781 54	12,036	6,379 08

TOWNSHIPS.	No. of Districts whose School houses are in each Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Brighton,	8	338	219	5.3	
Conway,	7	297	214	5.4	3
Deerfield,	12	335	315	5.8	6
Genoa,	9	333	278	5.4	6
Green Oak,	8	316	229	6.6	5
Hartland,	8	330	349	6.	6
Handy,	5	290	148	6.4	3
Hamburg,	7	293	293	6.4	4
Howell,	6	493	159	5.3	4
Inosco,	5	199	213	5.8	3
Marion,	9	394	399	6.2	6
Osceola,	9	412	364	7.	6
Putnam,	9	410	367	6.1	9
Tuscola,	7	291	251	6.	3
Tyrone,	8	394	436	5.8	6
Unadilla,	12	447	423	7.	
Total,	129	5572	4657	6.3	73

MACOMB					
Armada,	10	498	487	6.1	7
Bruce,	10	562	502	6.1	7
Chesterfield,	6	669	455	7.	7
Clinton,	8	902	531	7.4	4
Erie,	5	611	227	6.7	2
Harrison,	2	200	78	9.	
Lenox,	8	393	308	6.5	4
Macomb,	9	575	450	6.	6
Ray,	11	522	467	6.4	2
Richmond,	10	618	524	6.8	2
Shelby,	8	569	528	7.4	6
Sterling,	5	334	192	6.	2
Washington,	8	575	544	8.5	6
Warren,	6	351	137	4.1	2
Total,	106	7379	5430	6.6	57

MACKINAW					
Holmes,	2	338	163	6. |	2

Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each Township.	Whole amount of money raised by tax upon property in each township.	Amount raised by rate bill.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
8	693 60	489 06	128 00	338	179 14
8	460 25	502 50	109 74	297	157 71
8	587 15	77 62	209 84	335	177 55
9	673 88	275 63	267 13	333	176 49
7	826 37	342 42	198 93	316	167 48
8	670 90	338 00	268 35	330	174 90
9	355 50	48 70	15 11	290	153 70
8	651 45	291 57	237 14	293	155 29
12	1,187 67	1,002 50	131 12	493	261 29
6	372 25	105 16	90 62	199	105 47
9	898 25	147 52	550 75	394	208 82
13	817 85	255 75	420 32	412	218 36
7	966 17	252 00	555 47	410	217 30
8	607 38	133 46	337 78	291	154 23
10	712 15	392 60	184 89	394	208 82
	762 24	156 34		447	236 91
122	11,243 06	4,810 83	3,705 19	5572	2,953 16

COUNTY.

11	876 25	45 04	396 34	498	263 94
13	1,493 50	295 50	609 81	562	297 86
9	981 50	412 80	389 90	669	354 57
13	1,507 55	724 50	29 56	902	478 06
8	469 56	222 75		611	323 83
5	166 75	60 00		200	106 00
12	759 15	179 47	230 37	393	208 29
9	923 00	326 31	306 09	575	304 75
16	975 91	115 19	444 12	522	276 66
16	988 50	858 58	477 93	618	327 54
10	1,214 42	507 64	265 97	569	301 57
7	448 75	28 95	87 50	334	177 02
11	1,177 33	556 45	300 61	575	304 75
5	277 75	146 50		351	186 03
145	11,259 92	4,530 68	3,538 20	7379	3,910 87

COUNTY.

	450 00	245 59		338	179 14
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TOWNSHIPS.	No. of Districts whose School houses are in each Township.	No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Manistee,.....	1	66	43	3.	
Stronach,.....	1	22		2.	
Total,.....	2	88	43	3.	
MANITOU					
Peaine,.....	2	146	74	7.	2
MARQUETTE					
Marquette,.....	1	226	147	8.	1
MIDLAND					
Midland,.....	1	115	38	3.	1
MONTCALM					
Bloomer,.....	4	147	99	5.2	3
Bushnell,.....	5	171	122	5.2	2
Eureka,.....	7	411	286	7.5	3
Fairplain,.....	4	138	118	5.4	
Montcalm,.....	4	49	36	5.5	1
Total,.....	24	916	661	5.8	9
MONROE					
Ash,.....	11	669	659	5.2	
Bedford,.....	6	354	190	6.2	
Dundee,.....	11	616	351	6.7	
Erie,.....	7	470	263	5.3	
Exeter,.....	6	311	193	6.2	
Frenchtown,.....	8	510	210	5.8	
Ida,.....	6	262	179	7.2	
Lasalle,.....	8	526	347	6.7	
London,.....	7	319	194	5.7	
Milan,.....	7	344	296	6.3	
Monroe,.....	5	386	182	4.8	
Monroe City,.....	5	1153	291	8.4	
Raisinville,.....	8	556	333	6.6	
Summerfield,.....	6	339	302	5.1	
Whiteford,.....	8	402	271	6.	
Total,.....	109	7217	4261	6.1	

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax in each township.	Amount raised by rate bill.	Number of children on whom public money has been apportioned	Amount of Primary School Interest money apportioned in 1857.
1	\$66 00 54 20	\$200 06		66 22	\$24 98 11 66
1	114 20	200 00		88	46 64

COUNTY.

1	163 00	180 00		146	77 38
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COUNTY.

1	350 00	100 00	\$99 00	226	119 73
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COUNTY.

1	26 00	220 00	27 04	115	60 95
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COUNTY.

4	247 75	405 47	114 93	147	77 91
7	238 28	180 00	49 16	171	90 63
13	770 78	544 00	525 53	411	217 83
7	166 50	294 00	86 00	138	73 14
2	52 12			49	25 97
33	1,457 43	1,423 47	775 62	916	485 48

COUNTY.

	502 25	142 50	177 32	669	354 57
	593 40	349 16	411 69	354	187 62
	1,218 13	562 41	148 61	616	326 48
	646 02	205 00	32 90	470	249 10
	354 25	201 51	17 06	311	164 83
	760 74	239 36	46 05	510	270 30
	449 00	192 82	131 86	262	138 86
	640 79	128 12	51 19	526	278 78
	531 05	305 00	137 75	319	169 07
	542 07	107 02	35 20	344	182 32
	349 75	273 09	59 10	386	204 58
	1,667 32	327 15	95 57	1153	611 09
	739 73	59 33	118 40	556	294 68
	475 00	143 49	164 56	339	179 67
	576 88	263 42		402	213 06
	10,046 38	3,499 38	1,627 26	7217	3,825 01

TOWNSHIPS.	No. of Districts whose School houses are in each township.	No. of children in each Township be- tween the ages of 4 and 18 years.	Whole No. of children that have at- tended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Ashland,.....	1	55	20	3.	
Big Prairie,.....	2	91	97	5.2	
Brooks,	1	100	52	6.	
Croton,	6	137	145	6.	1
Fremont,	3	44	22	3.	
Total,.....	13	427	336	4.6	1

OAKLAND

Avon,	11	577	462	7.4	8
Addison,	6	270	212	6.6	4
Bloomfield,	12	712	501	7.3	7
Brandon,	10	473	370	5.3	5
Commerce,	11	508	484	7.7	7
Farmington,	9	631	595	8.	6
Groveland,	7	323	288	5.4	5
Highland,	6	339	246	6.5	6
Holley,.....	8	447	360	7.	5
Independence,	8	498	384	6.7	3
Lyon,	8	385	201	8.	
Novi,	11	561	246	6.7	8
Milford,	11	634	641	7.7	10
Oakland,	7	348	301	7.2	6
Ori n,.....	9	448	384	6.2	5
Oxford,	7	469	388	6.3	6
Pontiac,	10	1031	992	9.1	9
Rose,	7	372	363	7.2	6
Royal Oak,	7	427	303	5.5	1
Southfield,	10	527	495	6.2	5
Springfield,	9	521	413	5.7	3
Troy,	11	527	548	7.3	8
Waterford,	11	501	340	6.3	6
White Lake,	8	400	374	6.5	4
West Bloomfield,	7	341	210	7.2	3
Total,.....	221	12,270	10,101	6.9	136

OCEANA

Stony Creek,.....	1	16	13	3.2	
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ONTONAGON

Ontonagon,.....	1	270	120	11.7	
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Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each township.	Amount raised by rate bill.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
1	\$22 75	\$260 00	\$11 34	55	\$29 15
	190 00	800 00	170 00	91	48 23
2	138 00	54 00	47 00	100	53 00
4	410 23		257 96	137	72 61
2	54 00		38 50	44	23 32
9	814 98	1,114 00	524 80	427	226 31

COUNTY.

10	1,248 00	133 50	284 11	577	305 81
5	483 00		164 83	270	143 10
14	1,416 18	1,659 67	440 91	712	377 36
12	824 08	150 62	227 06	473	250 69
14	1,253 63	277 04	514 91	508	269 24
12	1,385 81	463 12	496 25	631	334 43
8	575 25	252 63	235 51	323	171 19
6	751 58	65 00	313 15	339	179 67
8	800 00	834 31	333 02	447	236 91
12	805 63	78 50	208 36	498	263 94
	974 40	162 56	182 19	385	204 05
11	1,142 00	408 17	186 01	561	297 33
12	1,696 81	898 50	811 55	634	336 02
8	798 46	96 28	207 70	348	184 44
9	803 26	426 33	275 54	448	237 44
6	887 46	240 00	454 08	469	248 57
13	2,178 66	1,214 73	502 64	1031	546 43
8	747 87	613 38	170 82	372	197 16
10	699 00	191 35	148 09	427	226 31
14	1,053 23	220 00	377 18	527	279 31
10	615 76	332 94	150 60	521	276 13
14	1,328 29	118 31	481 71	527	279 31
13	902 51	131 50	298 90	501	265 53
9	710 75	492 00	281 69	400	212 00
4	479 08	451 25	54 90	341	180 73
242	24,750 70	9,911 70	7,804 71	12,270	6,503 10

COUNTY.

1	\$42 00	\$50 00	\$42 00	16	\$8 48
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COUNTY.

3	\$478 00	\$591 92	\$25 00	270	\$143 10
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TOWNSHIPS.	No. of Districts whose School-houses are in each Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole No. of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Allendale,.....	2	46	32	3.5	
Blendon,.....	2	46	37	4.2	2
Casinovia,.....	3	68	47	4.3	3
Chester,.....	3	207	86	4.3	1
Crockery,.....	6	124	170	4.3	1
Georgetown,.....	6	153	126	5.	2
Holland,.....	4	373	231	6.	5
Jamestown,.....	4	101	91	6.	1
Muskegon,.....	1	208	73	8.	1
Ottawa,.....	1	277	165	12.	1
Polkton,.....	6	166	12	5.6	
Ravenna,.....	4	74	69	4.	
Spring Lake,.....	1	96	82	10.5	2
Tallmadge,.....	8	401	392	5.6	4
White River,.....	2	66	35	3.2	1
Wright,.....	8	349	337	4.8	7
Zeeland,.....	5	358	175	4.3	4
Total,.....	66	3113	2597	5.6	35
SAGINAW					
Bridgeport,.....	3	134	109	6.1	
Burch Run,.....	5	99	60	4.	5
Blumfield,.....	2	16	15	3.	
Buena Vista,.....	1	539	325	4.2	1
Chesseming,.....	2	93	72	8.2	2
Hampton,.....	4	487	337	3.	4
Kochville,.....	6	21		6.	
Saginaw,.....	3	313	352	5.	1
St. Charles,.....	1	69	66	5.	1
Taymouth,.....	2	140	48	4.3	
Thomastown,.....	3	154	116	5.5	2
Tittabawassee,.....	2	91	57	3.	1
Williams,.....	1	23	15	3.	
Zitwauckie,.....	1	80	35		
Total,.....	36	2459	1607	4.3	14

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
2	\$ 91 43	\$132 00		46	\$ 24 38
1	97 50	403 01		46	24 38
3	122 50	21 00	\$ 61 43	68	36 04
3	242 00	469 50	57 00	207	109 71
6	287 68	324 50		124	66 72
6	250 95	451 14	147 90	153	81 09
1	531 46	628 00		373	197 69
5	172 50	123 69	10 00	101	53 63
1	335 00	365 00	80 00	208	110 24
3	850 25	596 80	105 83	277	146 81
7	411 31	591 50	204 47	166	87 98
5	77 00	269 00		74	39 22
	479 75	411 86	356 75	96	50 88
8	1,286 75	1,579 06	948 96	401	212 53
2	1 8 00	201 00	60 60	66	34 98
6	507 23	174 50	269 90	349	184 97
1	472 75	659 83		358	189 74
60	6,324 06	7,401 39	2,302 84	3113	1,649 89

COUNTY.

5	\$182 50	\$ 55 00	\$ 59 82	134	\$ 71 02
5	126 32	96 00	8 40	99	52 47
1	35 75	73 50	30 00	16	8 48
7	1,417 12	2,029 35		539	285 67
2	111 00	39 94	15 00	93	49 29
8	1,443 85	272 00	223 72	487	258 11
1		100 00		21	11 13
1	983 21	677 00		513	271 89
2	95 83	320 00	39 00	69	36 57
8	130 00	20 50	12 00	140	74 20
2	272 00	184 00	15 50	154	81 62
1	174 00	166 00	27 30	91	48 23
1	19 50	57 00	19 50	23	12 19
1	58 50		22 00	80	42 40
40	4,049 58	4,090 29	462 24	2459	1,303 27

TOWNSHIPS.	No. of Districts whose School-houses are in each Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Austin,	2	99	96	4.5	
Buel,	1	50	30	3.	
Forester,	3	148	142	6.	
Lexington,	10	540	480	6.4	1
Sanilac,	4	188	117	4.	4
Worth,	6	464	332	5.7	1
Total,	26	1479	1199	4.9	6

SHIAWASSEE

Antrim,	6	279	320	5.2	
Bennington,	6	290	98	5.8	5
Burns,	8	348	268	4.7	
Caledonia,	4	448	340	6.	1
Fairfield,	3	74	61	4.	
Hazlet,	4	61	42	3.	
Middlebury,	6	154	125	3.5	1
New Haven,	6	108	63	6.3	1
Owosso,	4	343	167	6.7	
Perry,	5	166	152	6.5	
Rush,	1	64	65	7.	
Sciota,	3	99	86	5.3	
Shiawassee,	6	426	362	6.5	6
Venice,	4	187	136	3.8	
Vernon,	9	413	267	6.6	
Woodhull,	4	149	139	4.2	
Total,	79	3609	2591	5.3	14

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each Township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill.	Number of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
3	\$168 00	\$ 28 00	\$ 30 00	99	\$ 52 47
1		200 00		50	26 50
	253 00	533 50		148	78 44
8	1,230 61	1,126 77	312 24	540	286 20
3	264 25	230 99	15 00	188	99 64
4	587 04	328 25	93 83	454	240 62
19	2,802 90	2,447 51	451 07	1479	783 87

COUNTY.

	432 34	177 25	118 13	279	147 87
7	422 00	75 00	56 15	290	153 70
	680 30	594 36	322 15	348	184 44
6	561 50	425 35	212 95	448	237 44
4	154 25	140 00	33 50	74	39 22
3	39 50	317 25	19 50	61	32 33
5	155 87	373 00	85 44	154	81 62
5	182 59	376 00		108	57 24
	611 83	88 74	226 05	343	181 79
	326 81	891 00	192 89	166	87 98
	84 00	74 00	12 00	64	33 92
	182 25	64 50	61 02	99	52 47
6	760 00	180 35	310 50	426	225 78
	193 72	95 50	89 83	187	99 11
	525 57	448 00	141 43	413	218 89
	178 55	31 63	29 00	149	78 97
36	5,491 08	4,351 93	1,915 44	3609	1,912 77

TOWNSHIPS.	No. of Districts whose School-houses are in the Township.	No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.
Berlin,	8	389	293	4.7	1
Brockway,	3	118	101	4.7	
Burchville,	8	494	294	5.4	
Casco,	5	177	19	3.	
China,	9	505	366	6.1	5
Clay,	5	396	252	6.6	3
Clyde,	6	305	234	5.5	2
Columbus,	3	292	131	5.5	3
Cottrelville,	3	425	295	8.5	2
Emmet,	1	65	36	3.	
Ira,	3	381	141	8.7	3
Kenockee,	5	163	110	8.6	1
Kimball,	3	206	141	5.8	1
Lynn,	1	40	52	7.5	
Mussey,	2	45	17	3.	
Port Huron,	6	1009	542	7.7	4
Riley,	5	215	158	6.	9
St. Clair,	9	1039	771	7.7	7
Wales,	7	265	198	5.7	
Total,	92	6529	4151	5.7	41

ST. JOSEPH

Burr Oak,	8	425	428	6.7	3
Coan,	9	427	316	6.2	
Constantine,	8	584	424	6.2	1
Fawn River,	5	238	106	4.8	2
Fabius,	8	231	215	4.5	2
Florence,	7	362	355	7.6	5
Flowerfield,	5	307	228	7.2	3
Leonidas,	8	361	253	6.7	6
Lockport,	7	582	364	5.7	5
Mendon,	6	320	258	5.5	3
Mottville,	4	262	230	8.5	2
Nottawa,	8	466	445	6.6	6
Park,	8	523	465	7.5	6
Sherman,	6	200	161	4.7	2
Sturgis,	5	433	406	6.8	5
White Pigeon,	5	401	317	6.6	5
Total,	107	6122	4971	6.4	56

Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each Township.	Whole amount of money raised by tax upon property in each township.	Amount raised by rate bill.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
9	\$515 75	\$337 00	\$46 60	389	\$206 17
3	263 00	15 00		118	662 54
	651 50	643 50		494	261 82
2	49 05			177	93 81
11	703 00	244 28	55 00	505	267 65
7	575 00	187 79	225 05	396	209 88
7	423 29	519 50	36 50	305	161 65
5	451 44	87 57	135 08	292	154 76
4	675 00	201 94	197 89	425	225 25
1	72 00	72 00		65	34 45
1	493 50	305 50	94 00	381	201 93
4	268 25	215 00	19 50	163	86 89
4	265 25	99 89		206	109 18
2	108 00	107 00	112 00	40	21 20
1	36 00	75 00	26 50	45	23 85
13	1913 50	271 00	839 33	1009	534 77
8	411 50	164 00	140 10	215	113 95
15	1903 50	419 56	50 03	1039	550 67
	437 25	189 15	189 66	265	140 45
97	10,215 78	4156 68	2167 24	6529	3460 37

COUNTY.

5	865 00	447 85	191 47	425	225 25
	712 75	106 80	148 29	427	226 31
14	1,380 75	1,011 00	375 24	584	309 52
6	401 75	234 00	63 69	238	126 14
6	333 00	168 25	130 12	231	122 43
8	854 00	515 00	206 57	362	191 86
7	529 50	317 00	105 34	307	162 71
11	863 11	501 67	117 73	361	191 33
9	1,316 50	985 38	130 11	582	308 46
7	628 55	70 00	320 52	320	169 60
5	512 50	583 83	129 47	262	138 86
12	1,296 33	805 41	560 14	466	246 98
10	965 50	1,086 84	174 64	523	277 19
7	402 25	106 90	95 95	200	106 00
8	918 35	384 20	289 24	433	229 49
6	634 35	416 06	140 11	401	212 53
121	12,614 19	7,739 29	3,780 83	6122	3,244 66

TOWNSHIPS.	No. of Districts whose School-houses are in each township.	No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Almer,	1	35	27	6.	
Arbela,	4	159	70	6.	
Denmark,	1	40	23	5.	
Fair Grove,	1	29	29	4.	
Rogers,	3	155	98	5.	1
Tuscola,	2	252	194	7.8	2
Total,	12	670	441	5.6	3

VAN BUREN

Almena,	7	288	265	5.7	3
Antwerp,	8	454	409	7.2	8
Arington,	5	230	162	5.6	3
Bangor,	3	117	97	5.5	1
Bloomington,	3	148	57	5.	
Columbia,	3	105	102	5.	1
Decatur,	5	238	204	7.9	2
Geneva,	3	49	35	3.3	
Hamilton,	4	160	72	5.3	2
Hartford,	9	267	242	5.2	3
Keeler,	4	143	149	5.8	1
Lawrence,	7	309	280	4.9	3
La Fayette,	7	547	208	6.9	4
Pine Grove,	2	67	67	5.9	
Porter,	5	275	229	6.7	5
South Haven,	2	121	100	7.	3
Waverly,	6	192	195	6.	3
Total,	83	3750	2873	5.8	42

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1886.
2	\$ 42 00	\$ 8 10	\$44 10	35	\$18 55
7	226 61	80 40	81 15	159	84 27
1	45 00	325 13	24 00	40	21 20
1	24 00	132 25	24 00	29	15 37
5	2 3 63	89 84	138 27	155	82 15
4	396 00	232 50	65 55	252	133 56
20	987 24	868 32	377 07	670	555 10

COUNTY.

8	487 67	531 84	194 50	288	152 64
9	961 38	451 71	629 85	454	240 62
5	388 41	236 28	159 02	230	121 91
4	234 50	101 00	12 52	117	62 00
		237 50	30 00	148	78 44
4	189 75	101 50	128 04	105	55 65
6	461 61	274 16	123 62	238	126 14
3	157 55	66 00		49	25 97
5	209 82	365 00	68 36	160	84 80
9	416 50	435 44	214 97	267	141 51
5	291 25	58 00	51 88	183	96 99
10	426 50	461 50	109 50	309	163 77
10	1,427 00	769 99	767 16	547	289 91
3	110 75	49 00		67	35 51
10	535 99	30 00	228 37	275	145 75
1	407 00	237 00	192 00	121	64 13
6	478 00	126 00	209 15	192	101 76
98	7,183 68	4,531 92	3,117 94	3750	1,987 50

TOWNSHIPS.	No. of Districts whose School-houses are in each township	No. of children in each township between the ages of 4 and 11 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.
Ann Arbor City,	1	1272	780	10.	3
Ann Arbor,	7	566	453	8.3	4
Augusta,	6	298	267	5.7	5
Bridgewater,	9	431	312	6.6	6
Dexter,	8	385	310	6.2	5
Freedom,	9	559	337	4.3	7
Linton,	7	329	255	5.4	5
Lodi,	7	411	217	6.6	3
Lima,	6	250	191	5.6	4
Manchester,	10	514	446	7.1	6
Northfield,	8	470	454	6.7	11
Pittsfield,	8	384	327	6.5	6
Saline,	9	630	548	8.7	5
Salem,	7	333	212	7.2	5
Scio,	12	804	664	6.8	7
Sharon,	8	328	300	5.4	5
Superior,	10	459	310	7.4	3
Sylvan,	7	548	455	7.8	6
Webster,	8	307	285	6.1	5
York,	7	457	445	5.6	3
Ypsilanti,	12	1283	1394	7.9	6
Total,	166	11018	8965	6.8	116

WAYNE

Brownstown,	7	405	308	5.1	3
Canton,	9	550	277	6.3	
Detroit City,	1	10502	6000	10.	7
Dearborn,	9	610	328	6.2	4
Ecorse,	6	552	322	5.3	2
Greenfield,	9	724	447	6.6	3
Grosse Point,	6	608	234	4.8	
Huron,	2	155	102	8.	
Hamtramck,	8	1042	485	8.4	
Livonia,	9	575	533	7.2	7
Monguagon,	3	409	195	7.	
Nankin,	9	710	512	6.2	17
Plymouth,	11	947	955	7.1	7
Redford,	9	549	363	5.7	
Romulus,	7	369	283	5.6	
Springwells,	7	1916	742	7.	2
Sumpter,	4	184	174	6.5	
Taylor,	4	180	144	5.1	
Van Buren,	5	316	125	7.6	
Total,	125	21,303	12,529	6.6	57

Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.	Whole amount of money raised by tax upon property in each Township.	Amount raised by rate-bill	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1887.
14	\$1,380 00	\$2,275 00		1272	\$674 10
13	1,178 25	1,995 25	\$62 17	566	299 98
5	501 00	307 50	205 99	298	157 94
10	793 00	160 77	223 86	431	228 43
10	778 07		263 48	385	204 05
5	730 75		164 76	559	296 27
7	524 50	120 13	165 13	329	174 37
11	611 50	83 00	59 60	411	217 83
8	527 31	280 51	130 78	250	132 50
14	1,046 77	444 9	222 17	514	272 42
11	883 99	549 06	238 23	470	249 10
9	843 75	741 56	244 14	384	203 52
6	1,383 34	308 57	520 39	630	333 90
7	383 90	229 00	53 10	333	176 40
20	1,661 66	1,903 26	481 05	804	426 12
7	776 36	246 90	275 47	328	173 84
17	935 00	44 00	155 57	459	243 27
10	1,046 50	248 94	511 02	548	299 44
8	738 46	419 61	228 18	307	162 71
7	931 63	224 24	271 56	457	242 21
26	3,977 32	4 398 15	134 46	1283	679 99
225	20,632 66	14 980 14	4,611 11	11,018	5,839 54

COUNTY.

8	380 10	109 47	24 20	405	214 65
	874 00	228 92	326 86	50	291 50
34	13,173 00	19,824 00		10,502	5,566 06
12	762 60	552 02	310 35	610	323 30
9	209 24	156 64		552	292 56
12	1,056 99	525 45	128 98	724	383 72
	536 50	552 31		608	322 24
	251 00	45 00	51 32	155	82 15
	1,474 25	1,036 36	13 00	1042	552 26
9	1,225 96	65 67	565 81	575	304 75
	575 00			409	216 77
	1,274 62	3,562 46	329 22	710	376 30
14	2 043 04	911 50	1,735 41	947	501 91
9	827 50	249 12	224 94	549	290 97
	489 72	715 30	154 25	369	195 57
	2 690 06	2 555 00	54 46	1916	1,015 48
6	210 52	328 00	49 02	184	97 52
	249 50	169 00	34 90	180	95 40
	663 32	258 65	263 9	316	167 43
113	28,966 86	27,844 87	4,965 91	21,303	11,290 50

NAMES OF COUNTIES.	No. of Districts whose School-houses are in each County.	No. of children in each County between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each County.
Allegan,	100	3,534	2,833	4.9	29
Barry,	99	3,760	3,156	5.6	47
Barrien,	110	5,728	4,114	5.2	55
Branch,	125	6,301	4,446	6.	68
Calhoun,	149	8,622	7,280	6.8	100
Cass,	102	4,989	4,309	5.8	60
Cheboyau,	1	67	53	3.	1
Chippewa,	1	459	120	12.	1
Clinton,	85	3,802	2,979	5.7	45
Eaton,	118	4,981	3,993	5.6	41
Genesee,	136	6,871	5,601	6.2	98
Grand Traverse,	4	492	177	3.6	3
Gratiot,	11	417	298	4.9	4
Hillsdale,	155	8,164	6,960	6.4	87
Huron,	2	97	83	9.5	1
Ingham,	111	5,101	4,378	5.8	80
Ionia,	104	4,814	3,586	5.4	51
Jackson,	157	8,307	7,520	6.6	100
Kalamazoo,	123	6,746	5,070	6.1	68
Kent,	155	8,099	6,174	6.1	71
Lapeer,	74	3,333	2,814	5.6	19
Lenawee,	199	12,036	9,206	6.4	78
Livingston,	129	5,572	4,657	6.3	73
Macomb,	106	7,379	5,430	6.6	57
Mackinac,	2	338	163	6.	2
Manistee,	2	88	43	3.	
Manitou,	2	146	74	7.	2
Marquette,	1	246	147	8.	1
Midland,	1	115	38	3.	1
Montcalm,	24	916	661	5.8	9
Monroe,	109	7,217	4,261	6.1	
Newaygo,	13	427	336	4.6	1
Oakland,	221	12,270	10,101	6.9	136
Oceana,	1	16	13	3.2	
Ontonagon,	1	270	120	11.7	
Ottawa,	66	3,113	2,597	5.6	35
Saginaw,	36	2,459	1,607	5.1	17
Sanilac,	26	1,479	1,199	4.9	6
Shiawassee,	79	3,609	2,591	5.3	14
St. Clair,	92	6,529	4,151	5.7	41
St. Joseph,	107	6,122	4,971	6.4	56
Tuscola,	12	670	441	5.6	3
Van Buren,	83	3,750	2,873	5.8	42
Washtenaw,	166	11,018	8,963	6.8	115
Wayne,	125	21,303	12,529	6.6	57
Total,	3,525	202,274	153,116	6.	1,775

Number of qualified female teachers that have been employed in each County.	Total amount of wages paid to teach- ers in each County.	Whole amount of money raised by tax upon property in each County.	Amount raised by rate-bill.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1857.
92	\$6,194 63	\$5,859 50	\$ 1,287 93	3,534	\$1,873 02
110	7,086 90	6,412 08	1,938 76	3,760	1,992 80
127	10,115 05	10,465 82	2,916 89	5,728	3,035 84
172	10,054 99	6 221 20	2,961 00	6 301	3,339 53
187	17,812 26	11,997 44	6,492 61	8 622	4,569 66
104	10,387 75	3,810 32	3,388 64	4,989	2,644 07
	60 00		60 00	67	35 51
1	534 50	5 00		459	243 27
90	5,919 57	4,747 06	1,372 91	3,802	2,015 06
96	8,714 51	7,200 58	2,046 73	4,981	2,639 93
186	12,917 61	8,627 42	4,207 54	6,871	3,641 63
3	371 00	131 50	147 26	292	154 76
11	491 86	471 76	171 00	417	221 01
202	15,171 07	7,660 83	4,679 68	8,164	4,326 92
2	315 00	70 17	244 00	97	51 41
118	9,199 43	2,783 71	2,762 97	5,101	2,703 53
125	9,237 30	9,585 57	2,683 35	4,816	2,552 48
190	13,027 51	12,912 48	4,681 29	8,307	4,407 08
116	12,008 68	8,579 96	3,067 40	6,746	3,575 38
204	17,383 13	15,655 59	4,610 77	8,099	4,292 47
51	6,689 29	2,417 98	2,186 71	3,833	2,031 49
171	19,422 02	9,808 73	5,781 54	12,036	6,379 08
122	11,243 06	4,810 83	3,705 19	5,572	2,953 16
145	11,259 92	4,539 68	3,538 20	7,379	3,910 87
	450 00	245 59		338	179 14
1	114 20	200 00		88	46 64
1	163 00	180 00		146	77 38
1	350 00	100 00	99 00	226	119 78
1	26 00	220 00	27 04	115	60 95
33	1,457 43	1,423 47	775 62	916	485 48
	10,046 38	3,499 38	1,627 26	7,217	3,825 01
9	814 98	1,114 00	524 80	427	226 31
242	24,750 70	9,911 70	7,804 71	12,270	6,503 10
1	42 00	50 00	42 00	16	8 48
3	478 00	591 92	25 00	270	143 10
60	6,324 06	7,401 39	2,302 84	3,113	1,649 89
40	4,049 58	4,090 29	462 24	2,459	1,303 27
19	2,802 90	2,447 51	451 07	1,479	783 87
36	5,491 08	4,351 93	1,915 44	3,609	1,912 77
97	10,215 78	4,156 68	2,167 24	6,529	3,460 37
121	12,614 19	7,739 29	3,780 83	6,122	3,244 66
20	987 21	868 22	377 07	670	355 10
98	7,183 68	4,531 92	3,117 94	3,750	1,987 50
225	20,632 66	14 980 14	4,611 11	11,018	5,839 54
113	28,966 86	27,844 87	4,965 91	21,303	11,290 59
3,746	353,977 76	240,803 41	100,009 49	202,054	107,092 99

A B S T R A C T
OF
SCHOOL INSPECTORS' REPORTS
BY TOWNSHIPS,
FOR THE YEAR 1857.

TOWNSHIPS.	No. of districts whose school-houses are in each township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Allegan,	7	1	511	355	6.5	2	14	\$933 84
Casco,	3		45	27	3.3	1	3	114 50
Cheshire,	5	1	120	106	4.	1	4	149 63
Dorr,	6	1	168	67	5.2	1	4	151 75
Fillmore,	3		140	88	3.8		3	233 50
Ganges,	4	2	204	176	5.1	2	6	444 75
Gun Plain,	7	1	337	281	7.3	4	12	853 50
Heath,	3		68	49	3.		4	66 50
Hopkins,	4	1	148	122	5.	2	7	264 75
Leighton,	6	1	164	97	6.	1	6	283 25
Manlius,	3		105	98	5.	2	3	255 50
Martin,	4	1	218	184	6.2	2	8	472 00
Monterey,	5		265	155	7.3	3	5	441 13
Newark,	4		178	104	5.1		6	268 50
Otsego,	6		366	299	6.1	3	6	552 04
Overisel,	2		110	67	4.5		2	196 81
Pine Plains,	2		37	34	3.5		2	58 00
Salem,	3		101	55	3.4		3	88 50
Trowbridge,	6	1	281	231	5.7	4	9	447 66
Watson,	7	1	228	181	5.1	2	9	487 50
Wayland,	4	2	234	125	4.9	1	6	345 50
Total,	94	13	4028	2901	5.	31	122	7,109 11

BARRY

Assyria,	7	1	289	239	5.7	4	10	616 73
Barry,	7	2	287	374	6.	4	12	624 50
Baltimore,	6		176	107	4.8	1	6	226 38
Castleton,	7	1	297	263	6.	5	12	564 78
Carlton,	5	3	290	273	5.8	2	12	518 00
Hastings,	4	1	467	123	5.2	3	8	1,393 00
Hope,	8		117	106	4.5	1	5	197 50
Irving,	6		232	211	5.5	4	6	474 50
Johnstown,	7	2	279	218	5.5	1	14	561 31
Maple Grove,	4	1	173	130	6.	2	7	324 25
Orangeville,	3	1	261	199	6.2	5	4	487 25
Prairieville,	5	2	328	280	7.3	3	11	649 75
Rutland,	6		178	148	6.	1	10	379 75
Thornapple,	6		332	262	5.3	1	7	553 50
Woodland,	4	1	211	171	6.6	3	7	376 00
Yankee Springs,	3	2	137	123	5.6	3	6	399 00
Total,	88	17	4054	3227	5.8	43	137	8,351 20

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each Township library.	Amount of mill tax raised in each Township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build School-houses.	To repair School-houses.					
\$761 30	\$218 50	\$88 00	\$66 51	300	\$388 26	511	\$255 50
82 50			26 29	128	62 83	45	22 50
168 76	44 13	56 00	58 08	169	85 82	120	60 00
350 00	350 00	5 00	72 84	238		90	45 00
270 00		44 00	31 21	131	130 29	140	70 00
216 04		67 00	19 56	338	68 39	208	104 00
544 33	75 00	24 00	224 10	551	246 34	337	168 50
542 75	470 00		19 50	154	87 50	68	34 00
571 18	527 18	14 00	77 17	197	50 10	148	74 00
276 82	150 00	11 50	82 81	208	91 22	142	71 00
42 00		4 00	63 52	284	77 88	105	52 50
133 25	50 00		185 78	300	144 1	218	109 00
473 54	425 00	50 00		159	119 86	265	132 50
434 65	200 0	113 00	148 65	160	80 26	178	89 00
237 25		46 50	45 00	410	299 60	366	183 00
162 54		42 26	11 73	130		110	55 00
54 00			24 00			37	18 50
149 00		60 00		94	76 00	101	50 50
187 50	179 00		190 28	333		281	140 50
236 05	65 00	18 52	115 68	268	118 46	228	114 00
209 00	23 50	40 00	106 30	230	88 76	234	117 00
6,102 46	2,777 31	683 78	1,569 02	4782	2,215 68	3982	1,966 00

COUNTY.

412 47	180 00	6 00	242 34	512	105 60	289	144 50
868 36	372 50	9 00	285 66	285	129 00	287	143 50
575 00	366 00	9 75	1 67	185	144 60	164	82 00
408 59	180 00	42 76	104 49	282	59 97	297	148 50
271 11	63 00	37	130 88		54 74	290	145 00
968 62		5 00	369 13		194 25	467	233 50
278 00	200 00		42 83	187		117	58 50
191 25	75 00	33 12	180 93	273	110 00	232	116 00
394 09	285 00	7 00	148 14	341		279	139 50
492 56	340 00	12 00	69 83	136	114 40	173	86 50
241 22		3 46	27 15		66 00	261	130 50
709 99	403 22	20 00	237 75		132 00	228	164 00
262 6	48 40	19 00	118 97	347	96 21	178	89 00
560 28	175 00	37 53	128 97	333	82 58	332	166 00
322 00	300 00	2 00	133 29	280	77 00	211	105 50
115 01		24 00	128 11	537	69 24	137	68 50
6,571 20	2,988 12	230 99	2,350 14	3698	1,435 59	4042	2,021 00

TOWNSHIPS.	No. of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole Districts.	Fractional Districts.						
Bainbridge,	6	1	318	235	3.8	3	6	\$401 25
Berrien,	6	2	362	379	6.3	5	9	835 50
Benton,	4	4	341	255	5.1	6	9	673 25
Bertrand,	10	1	551	404	7.	3	18	1,211 48
Buchanan,	6		568	463	7.	4	9	1,198 00
Chickaming,	2		96	70	6.		4	124 75
Galien,	3		212	175	6.3	3	3	294 50
Hagar,	3		96	83	5.3	2	4	187 75
Lake,	4	1	150	120	4.5	1	5	198 75
New Buffalo,	1		171		3.	1		120 09
Niles,	11	4	1,506	1,054	6.5	13	27	5,078 49
Oronoko,	7		383	304	5.1	4	8	1,118 25
Pipestone,	14	1	531	491	5.6	4	22	1,003 50
Royalton,	6		254	223	5.1	3	6	496 50
St. Joseph,	1		250	127	7.	2	1	319 00
Three Oaks,	2	2	184	152	5.	3	4	412 50
Watervleit,	6		259	196	5.8	3	7	482 81
Weesaw,	5	1	168	138	5.2	1	2	253 00
Total,	97	17	6,400	4,869	5.5	61	144	14,409 28

BRANCH

Alganssee,	8		297	296	6.6	5	10	666 30
Batavia,	9	2	348	371	5.5	4	14	691 25
Bethel,	5	2	365	343	6.3	3	11	515 75
Bronson,	5	3	380	300	6.	4	7	523 37
Butler,	7		384	162	5.7			402 38
California,	3	3	222	210	6.3	3	7	444 87
Coldwater,	9	1	1,113	823	6.8	7	24	2,591 87
Girard,	6	3	393	399	6.2	7	10	766 50
Gilead,	4		248	243	6.3	4	4	362 50
Kinderhook,	4		139	112	5.6	2	5	280 00
Matterson,	7	2	324	354	5.8	5	11	555 00
Noble,	4		205	192	6.9	4	4	393 12
Ovid,	6	3	418	357	5.8	2	15	592 00
Quincy,	5	5	764	694	7.5	9	16	1,446 69
Sherwood,	6	2	380	243	5.8	4	12	717 20
Union,	8	5	641	571	5.5	7	19	1,318 88
Total,	96	31	6,621	5,670	6.2	70	169	12,267 68

Whole amount of money raised by tax upon property in each township.	Purposes for which it was raised, and the amount raised for each particular purpose		Amount raised by rate bill.	No. of volumes in each Township library.	Amount of mill tax raised in each Township.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1868.
	To build School-houses.	To repair School-houses.					
\$ 91 21	\$	\$ 22 00	\$236 45	461	\$133 65	275	\$137 50
227 49		10 00	411 43	623	215 28	362	181 00
433 00	125 00	27 31	310 38	416	170 00	341	170 50
1,397 88	1,200 00	15 00	378 85	543	470 24	551	275 50
1,210 97		10 00	238 33	475	252 96	568	284 00
249 50			58 95		88 14	96	48 00
261 75	180 00		71 36	240	86 13	212	106 00
254 30	200 00	25 00	73 66	323	63 05	96	48 00
62 00		5 00	42 49	397	91 00	150	75 00
		100 00				171	85 50
8,937 19	200 00	72 25	2,597 24	765	1,139 45	1,506	753 00
559 21	150 00	39 00	287 16	300	283 07	383	191 50
741 25	364 31	20 00	254 06	407	244 20	531	265 50
301 25	180 00	6 50	147 78	195	127 73	254	127 00
1,909 30	1,909 30			170	367 28	250	125 00
373 00		22 00	84 00	100	100 90	184	92 00
305 00	125 00	40 00	61 26	426	192 34	259	129 50
509 00	246 00		60 15	300	81 06	168	84 00
17,823 30	4,879 61	414 06	5,307 55	6,141	4,056 42	6,357	3,178 50

COUNTY.

305 82	135 00	4 00	357 34	440	113 00	297	148 50
910 28	720 00	28 00	167 54	322	194 52	358	174 00
613 89	460 80	67 25	62 49	370	173 05	365	182 50
695 50	500 00	34 00	55 18	417	215 16	380	190 00
214 23	75 00		70 02			384	192 00
297 50	250 00		229 97	397	70 00	222	111 00
2,035 05	327 50	655 00	589 86	408	900 32	1,113	556 50
239 27	180 00	17 81	348 26	252	199 50	393	196 50
190 11		22 00	15 65	150	121 69	248	124 00
262 50	200 00	15 00	129 61	349	100 00	139	69 50
796 94	545 46	3 00	258 12	420	120 92	328	164 00
95 53		8 00	127 03	396	86 68	205	102 50
224 50		32 65	84 36	498	139 00	428	214 00
1,595 80	1,300 00	34 68	551 18	421	393 00	764	382 00
264 00		27 79	164 28	125	225 08	380	190 00
305 00		61 85	593 91	420	232 92	641	320 50
9,045 92	4,593 76	1,011 03	3,804 80	5,385	3,285 74	6,635	3,317 50

TOWNSHIPS.	No of districts whose school houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Albion,	5	2	631	526	7.6	7	6	\$1,029 00
Athens,	5	1	281	246	7.3	4	8	425 41
Battle Creek,	6	4	1377	1141	6.9	7	18	3,493 95
Bedford,	7	2	370	289	7.	4	14	839 38
Burlington,	4	3	273	184	5.5	3	9	480 47
Clarence,	4	2	277	221	6.8	5	8	479 01
Clarendon,	4	2	336	317	7.	4	8	823 50
Convis,	5	1	313	233	7.5	12	32	627 45
Eckford,	6	2	335	316	7.1	7	8	823 00
Emmet,	9	1	474	400	7.5	7	13	942 39
Fredonia,	7	3	392	354	6.5	8	13	981 63
Homer,	4	2	369	335	6.8	3	8	648 59
Lee,	4	2	278	261	6.5	4	9	499 75
Le Roy,	6	2	297	299	6.	5	10	562 71
Marshall,	4	4	1375	340	7.	8	16	3,314 23
Mango,	7	1	329	208	6.3	5	9	814 83
Newton,	3	5	358	298	7.2	5	11	642 50
Pennfield,	5	2	313	325	6.	7	8	581 38
Sheridan,	5	2	340	259	5.6	3	7	686 50
Tekonsha,	5	1	300	301	7.1	5	7	600 39
Total,	105	44	8518	6853	6.8	113	222	19,296 07

CASS

Calvin,	8	1	411	45	3.4	3	9	526 00
Howard,	8		370	247	5.5	3	11	840 75
Jefferson,	7		364	307	5.5	6	9	744 50
La Grange,	5	2	480	455	7.2	15	8	1,123 25
Mason,	5		236	235	7.3	4	6	630 50
Marcellus,	5		193	169	5.	2	6	392 75
Milton,	5	1	243	241	7.2	4	10	730 06
Newburgh,	4	2	244	164	6.4	1	10	405 91
Ontwa,	4	1	292	290	7.7	2	8	748 25
Penn,	6	1	317	311	5.8	5	2	773 02
Porter,	11		577	523	6.	6	14	1,188 78
Pokagon,	4	3	375	246	6.1	6	7	754 50
Silver Creek,	7	1	676	173	6.7	6	11	1,137 20
Volinia,	6		245	214	6.3	3	9	598 50
Wayne,	5	2	332	260	6.3	5	11	704 60
Total,	90	14	5355	3840	6.2	71	131	11,298 57

CHEBOYGAN

Duncan,	1		44	131	3.			40 00
Inverness,	1		70		5.2			172 00
Total,	2		114	131	4.1			212 00

CHIPPEWA

Sault Ste Marie, ...	1		521	115	11.7	1		506 20
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Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised and the amount raised for each particular purpose.		Amount raised by rate bill.	Number of volumes in each Township library.	Amount of mill tax raised in each Township.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build school houses.	To repair school houses.					
\$768 25	\$637 76	\$230 68	\$220 28	738	\$500 34	631	\$315 59
644 58	475 00	19 95	113 34	432	137 48	281	140 59
4,475 62	2,100 00	17 00	1,379 98	1166	703 60	1377	688 50
324 79		70 10	256 88	567	166 44	370	185 00
369 60	255 00	35 00	163 00		144 16	273	136 50
148 41	15 00	38 00	209 79	450	58 12	312	156 00
316 63	200 00	46 86	267 11	600	124 85	336	168 00
828 64	725 51	24 00	286 66	500	206 32	313	156 50
301 67		48 00	224 47	696	237 09	335	167 50
824 60	300 00	251 96	312 07	500	422 20	474	237 00
135 15		28 79	441 00	482	224 91	392	196 00
215 60	150 00	40 00	165 66	701	300 43	369	184 50
121 50	7 75		285 16	405	72 78	332	166 00
337 50	239 50	7 00	268 17		181 11	297	148 50
1,876 23		269 35	1,751 91	1066		1375	687 50
184 75	37 00	63 75	333 40	772	306 94	308	154 00
500 98	224 50	30 00	289 04	392	133 88	308	154 00
346 53	200 00	36 00	192 31	540	234 64	313	156 50
442 51	83 00	15 32	330 63	551	202 93	330	165 00
172 91		30 81	220 97	568	145 88	300	150 00
13,336 45	5,649 91	1,302 57	7,621 83	11,126	4,504 10	9026	4,513 00

COUNTY.

102 00	40 00	37 48	142 71	400	158 50	351	175 50
240 00	175 00	25 00	281 72	500	217 64	370	185 00
72 00		8 00	104 59			364	182 00
2,042 98	1 50		302 19	500	447 58	480	240 00
77 60		24 38	376 30	408	145 41	236	118 00
346 44	218 00	15 00	97 00	430	119 57	162	81 00
105 50		48 50	288 79	630	229 63	243	121 50
102 00	100 00		135 91	436	127 31	244	122 00
50 80		28 19	424 47	430		292	146 00
581 17		13 00	191 79	550	321 18	317	158 50
535 50	430 00	49 00	464 60	656	262 19	577	288 59
920 56	809 00	15 00	233 19	400	418 21	375	187 50
1,592 88	1,150 00	13 45	182 88			629	314 50
250 83		54 50	92 45			245	122 50
582 51	250 00	64 00	146 36	415	171 19	332	166 00
7,602 77	3,164 50	395 50	3,464 95	5757	2,618 41	5217	2,608 50

COUNTY.

50 50			28 84		11 16		
75 00						70	35 00
125 50			28 84		11 16	70	35 00

COUNTY.

80 00	80 00			400	100 00	521	260 50
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TOWNSHIPS.	No. of districts whose school houses are in each Township		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole Districts.	Fractional Districts.						
Bath,.....	4	3	181	119	4.6	2	9	\$286 75
Bengal,.....	3	2	201	146	4.8	3	6	309 17
Bingham,	3	3	302	254	5.7	4	7	471 25
Dallas,	6	1	252	140	4.1	3	7	288 35
De Witt,.....	6		445	333	6.3	4	9	86 44
Duplain,.....	6	1	265	227	6.2	4	6	463 47
Eagle,.....	5	1	254	272	6.	5	6	568 50
Essex,.....	5	1	349	310	5.3	4	5	545 25
Greenbush,	6		307	253	5.1	3	6	336 00
Lebanon,.....	5		242	226	5.8	2	11	408 50
Olive,.....	5		160	162	4.7	3	6	286 00
Ovid,.....	4	3	236	218	5.8	3	9	434 75
Riley,.....	4	2	226	183	5.8	4	7	467 50
Victor,.....	5		189	146	5.3	3	6	384 57
Watertown,.....	4	1	232	187	5.2	2	7	431 75
Westphalia,	8		362	161	4.2	1	7	337 18
Total,.....	79	18	4,253	3,337	5.3	50	114	6,885 43

EATON

Bellevue,.....	8	2	524	433	5.3	8	11	808 87
Benton,.....	7		230	169	4.3	4	5	381 00
Brookfield,.....	6	2	231	177	4.6	4	8	449 25
Carmel,.....	9		516	402	5.8	4	10	1,064 79
Chester,.....	8	2	323	279	5.3	3	13	562 10
Delta,.....	5	2	216	118	4.9	2	10	408 25
Eaton,.....	5	2	359	381	6.8	4	10	657 32
Eaton-Rapids,.....	13	1	878	769	7.	9	21	1,753 63
Kalamo,.....	7	3	414	338	6.6	3	16	708 52
Oneida,.....	7	2	519	432	6.7	5	12	923 53
Roxand,.....	4	2	276	194	6.2	5	6	484 69
Sunfield,.....	4		42	41	5.5		2	104 60
Vermontville,	7	1	244	193	5.8	1	10	529 00
Walton,.....	6		281	189	6.2	2	9	299 88
Windsor,.....	5	2	351	303	5.8	6	8	507 02
Total,.....	103	21	5,404	4,321	5.8	60	151	9,632 25

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate bill	Number of volumes in each Township Library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build School-houses.	To repair School-houses.					
\$498 54	\$360 88	\$	\$124 55	433	\$ 77 44	181	\$ 90 50
195 50	200 00	25 00	108 11	440		201	100 50
487 00	405 00		73 53	350	161 59	352	176 00
283 00	180 00	5 00	37 23	210	87 85	252	126 00
527 68	340 00	76 00	161 31		227 98	445	222 50
331 00	205 00	27 75	148 60	225	29 94	265	132 50
315 00	110 00	43 00	147 40	367	175 50	254	127 00
96 22		42 22	228 97	316	171 29	349	174 50
134 27		31 62	44 65	240	98 03	307	153 50
371 21	50 00	37 50	119 45	336	130 48	242	121 00
272 75	275 00	18 00	94 90	400	67 59	160	80 00
515 88	224 00	110 50	153 50		59 00	236	118 00
133 41		22 44	65 90	445	110 00	226	113 00
274 00	160 00	3 12	110 74	495	82 93	189	94 50
356 08		85 75	113 59	388	142 58	232	116 00
154 50	129 00		16 25		97 00	362	181 00
4,946 04	2,638 88	527 00	1,748 68	4,645	1,719 18	4,253	2,126 50

COUNTY.

1,988 47	1,722 75	50 00	242 16	498	324 20	524	262 00
229 59		23 51	53 37	401	134 94	250	125 00
362 78	188 00	23 78	56 70	310	91 36	231	115 50
500 14	130 00	82 00	379 76	400	384 64	516	258 00
239 41	17 28	39 00	120 17	461	185 76	323	161 50
172 80		44 00	79 78	373	109 20	216	108 00
246 42		6 60	8 27	372	612 00	359	179 50
939 91	350 00	137 92	301 56			878	439 50
793 91	350 00	185 73	243 58	375	175 04	414	207 00
930 87	301 00	68 29	318 93	321	177 52	519	259 50
557 51	421 39	25 12	109 50	344	79 93	276	138 00
215 00	150 00	2 00	38 27	375	90 00	42	21 00
761 85	370 00	84 00	46 24	500	152 85	244	122 00
759 90	444 00	27 00	14 50	377	168 02	351	175 50
107 67	200 00	20 00	132 44	340		281	140 50
8,706 23	3,649 42	818 95	2,145 23	5,497	2,585 46	5,424	2,712 00

TOWNSHIPS.

	No of districts whose School houses are in each Township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole Districts.	Fractional Districts.						
Argentine,	5		284	234	7.3	4	6	\$551 20
Atlas,	8	3	557	403	6.	6	11	895 65
Burton,	6	3	397	317	6.6	3	14	784 50
Clayton,	4	3	283	251	7.	4	8	581 11
Davison,	7	2	308	330	5.3	4	10	578 25
Fenton,	5	3	599	514	7.4	6	11	1,043 79
Forest,	4		170	141	6.4	4	5	353 00
Flint City,	4	1	1,068	596	7.	5	12	3,086 66
Flint,	8		357	279	5.3	3	12	621 21
Flushing,	8	2	445	363	5.	6	9	847 00
Gaines,	4	4	296	305	5.4	2	13	541 69
Genesee,	6	3	460	375	6.2	5	12	1,336 00
Grand Blanc,	6	3	447	390	6.8	7	9	1,124 65
Montrose,	3	2	114	87	3.	3	5	115 25
Mt. Morris,	1	3	215	171	6.8	3	5	478 35
Mundy,	4	3	430	415	5.3	5	7	655 17
Richfield,	7	2	287	196	7.4	3	9	624 55
Theford,	6		284	262	7.	3	8	549 50
Vienna,	5	1	314	310	6.3	3	9	563 00
Total,	101	38	7,315	5,839	6.2	79	175	15,330 53

GRAND TRAVERSE

Leelanaw,	3		140	64	3.	1		97 50
Megeezee,	1		63	45	6.	1	1	188 50
Peninsula,	1		125	38	5.	2		165 00
Traverse City,	1		53	27	3.		1	68 50
Total,	6		381	184	4.3	4	2	519 50

GRATIOT

Arcada,	3	4	106	25	3.	2	1	26 00
Elba,	2		32	26	3.		3	53 00
Emerson,	1		49	29	4.		1	32 00
Fulton,	3	1	114	107	6.	2	5	227 50
La Fayette,	1		21	13	3.		1	33 00
Newark,	3		67	38	3.		2	39 00
New Haven,	3	1	96	53	3.		2	52 00
North Shade,	3		42	25	7.		2	70 00
North Star,	4	1	110	47	3.	2		120 00
Pine River,	2	3	183	104	3.8		6	170 91
Summer,	4		67	11	3.		1	26 00
Washington,	2		40	11	3.		2	39 00
Total,	31	10	927	489	3.7	6	26	888 41

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build School-houses.	To repair School houses.					
\$431 63	\$200 00	\$ 10 00	\$145 95	350	\$112 05	284	\$142 00
412 00	300 00	48 50	326 25		219 30	427	213 50
847 21	411 67	39 30	136 85	139	232 28	397	198 50
197 00		60 00	67 08	374	131 04	283	141 50
422 66	263 00	25 00	191 12	423	141 63	308	154 00
582 89	200 00	69 25	383 08	225	281 87	599	299 50
306 00	108 00	2 00		269	95 45	170	85 00
4,412 93	1,980 00	177 00	1,205 14		501 38	1,068	534 00
313 35	180 00	30 00	139 64	99	275 95	357	178 50
100 50		46 50	341 08			445	222 50
427 43	180 00	13 00	149 03			296	148 00
175 21	441 00	23 00	213 64	454	120 00	460	230 00
306 60	75 00	95 00	461 21			447	223 50
243 54		17 00	34 92	244	67 94	98	49 00
146 50		8 00	53 97	190	160 00	215	107 50
89 15		6 00	317 73	558	146 10	430	215 00
230 58		4 54	188 41	350	142 75	287	143 50
248 48		22 46	85 02	370	75 00	284	442 00
551 75	398 50	15 00	196 83	327	168 05	314	157 00
10,445 41	4,737 17	711 55	4,636 95	4,372	2,870 79	7,169	3,584 50

COUNTY.

200 00	200 00		73 17	77	32 87	67	33 50
119 50	250 00			45	85 00	63	31 50
		2 00	110 41	63	7 07	125	62 50
200 00	200 00		23 50		128 00	53	26 50
519 50	650 00	2 00	207 08	185	253 84	308	154 00

COUNTY.

25 00	14 50					23	11 50
18 00			36 10	48		32	16 00
			32 00	21		49	24 50
97 00		8 00	45 50	25	23 34	174	87 00
75 00	75 00		16 50		95 85		10 50
159 00	133 00		13 25	56	37 50	47	23 50
163 00	75 00	5 00	6 00	83	45 00	66	33 00
52 19	50 00	2 19	20 00	100	52 15	31	15 50
204 00	75 00	38 00	45 22	50	32 94	63	31 50
765 50	650 00	25 00	70 00	56	52 00	166	83 00
190 00	150 00					22	11 00
45 75				79	49 48	40	20 00
1,791 44	1,222 50	78 19	284 37	528	388 26	734	367 00

TOWNSHIPS.	No. of districts whose school houses are in each Township		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Adams,.....	8	2	518	472	7.2	8	17	1,005 45
Allen,	8	1	456	412	7.5	6	9	1,023 50
Amboy,	8	1	248	195	5.4	1	11	368 25
Camden,	10	1	509	439	5.6	9	9	720 73
Cambria,	10	1	447	370	6.6	5	1	957 24
Fayette,	5	5	1380	1041	6.9	4	19	4,410 52
Jefferson,	10	1	537	509	6.	3	16	787 59
Litchfield,	5	3	540	480	7.8	9	11	1,243 52
Moscow,	4	3	418	360	7.5			817 00
Pittsford,	10	1	576	474	6.8	6	16	969 92
Ransom,	7		367	316	6.8	4	10	559 89
Reading,	9	3	537	537	7.	7	13	1,208 08
Scipio,	6	2	371	347	7.5	3	12	760 14
Somerset,	5	2	385	365	7.	5	8	830 00
Wheatland,	9	2	549	550	7.3	8	15	1,186 00
Woodbridge,	7	1	288	220	6.	4	10	540 48
Wright,	8	1	425	320	6.2	6	9	789 42
Total,	129	30	8581	7446	6.8	88	203	18,177 73

HURON

Sand Beach,	3		88	47	3.			
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HOUGHTON

Houghton,	1		187	76	3.		1	90 00
Portage,	1		144	49	4.	1		122 00
Total,	2		331	125	3.5	1	1	212 00

INGHAM

Alaiedon,	8	1	237	242	6.3	3	11	584 06
Aurelius,	6	3	491	382	6.4	8	9	662 15
Bunker-Hill,	4	3	241	247	6.4	4	10	552 50
Delhi,	6	2	345	319	5.3	2	10	533 12
Ingham,	4	3	420	355	7.2	5	9	690 13
Lansing,	4	1	988	341	7.2	3	9	1,679 88
Le Roy,	6	1	242	210	4.3	3	8	370 00
Leslie,	9	1	410	368	6.	6	10	822 25
Locke,	5	3	357	289	5.4	5	7	447 79
Meridian,	6	1	267	245	5.8	2	9	532 75
Onondaga,	7	1	390	340	6.4	3	15	667 75
Stockbridge,	7	1	326	299	5.1	4	8	558 23
V-vay,	4	4	473	416	5.3	5	11	787 38
Wheatfield,	5		166	146	4.1		7	205 38
White Oak,	6	2	327	283	5.3	4	10	479 38
Williamston,	6	1	192	174	5.3	3	6	355 47
Total,	93	28	5868	4636	5.7	60	149	9,918 24

Whole amount of money raised by tax upon property in each township	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate bill.	No of vols. in each township library.	Amount of mill tax raised in each township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1888.
	To build school houses.	To repair school houses.					
\$526 82	\$3.8 00	\$34 08	\$347 94	372	\$3 83	548	\$274 00
253 85		97 53	382 22	160	351 24	456	228 00
413 75	215 00	16 37	28 94	314	101 37	231	115 50
189 76		19 00	130 88	421	226 37	509	254 50
701 92	400 00	45 12	247 68	407	299 66	447	223 50
1,203 13		80 00	906 09	450	1,011 12	1380	690 00
247 10		64 02	283 90	184	177 00	537	268 50
423 33		151 75	342 84	550	265 29	540	270 00
198 50		136 50	252 29	392	127 68	418	209 00
225 31		131 31	372 07	365	319 47	576	288 00
41 36		9 50	95 58	360		367	183 50
826 35	508 00	18 00	403 33	368	270 50	537	268 50
1,050 71	950 00	24 75	224 66	416	172 91	371	185 59
491 04	300 00	29 09	420 25	60	170 37	385	192 50
84 03		36 35	593 51	400	325 88	549	274 50
211 34		16 00	133 55	338	164 08	288	144 00
413 21	200 00	17 24	152 61	375	199 01	425	212 50
7,947 51	2,891 00	927 12	5,318 34	6472	4,530 87	8564	4,282 00

COUNTY.

350 00	23	135 80	88	44 00
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COUNTY.

700 00	700 00	90 00		187	93 50
		122 00		144	72 00
700 00	700 00	212 00		331	165 50

COUNTY.

390 60	207 00	5 05	173 61	319	151 83	273	136 50
377 43	150 00	28 84	127 55	365	151 50	451	225 50
380 63	255 00	20 54	210 14	296	105 93	241	120 50
584 50	336 00	8 77	119 12	300	121 77	355	177 50
218 02	50 00	21 60	250 24			420	210 00
3,218 09	3,000 00	104 90	481 98			1021	510 50
664 99	450 00	37 00	33 79	303	125 00	223	112 00
676 50	477 50	33 50	308 88	310	165 65	401	200 50
192 88	30 00	7 75	180 37	434		357	178 50
294 72	100 00	44 38	168 23			267	133 50
65 00		22 00	207 58	485	196 00	390	195 00
66 25			276 34	349	145 75	326	163 00
157 55	45 00	28 75	407 25	427	207 82	473	236 50
17 20		4 00	61 25			166	83 00
83 41		9 75	126 35	419	105 74	327	163 50
85 00		53 00	121 07	393	103 23	192	96 00
7,473 58	5,140 50	429 07	3,253 73	4,000	1,580 22	5884	2,942 00

TOWNSHIPS.	No. of districts who e School- houses are in each Town- ship.		No. of children in each township be- tween the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach- ers in each Township.
	Whole districts.	Fractional districts.						
Berlin,.....	6		205	192	5.8	3	6	\$380 77
Boston,.....	5	2	315	232	6.2	5	8	817 63
Campbell,.....	5		126	97	4.9	1	6	205 75
Danby,.....	4	2	209	160	6.	1	7	331 50
Easton,.....	5		246	149	6.2	4	5	435 00
Ionia,.....	6	3	642	461	6.3	7	12	1,222 13
Keene,.....	6	2	438	385	6.3	5	11	714 21
Lyons,.....	6	3	565	454	5.8	7	11	1,268 11
North Plains,.....	9		316	263	5.1	3	11	597 25
Odessa,.....	5		88	90	5.		4	122 00
Orange,.....	5	3	408	323	5.6	4	8	519 33
Orleans,.....	7		316	226	6.5	3	7	510 25
Orisco,.....	7	2	565	537	7.2	7	13	1,410 73
Portland,.....	5	3	411	352	6.8	7	9	955 35
Ronald,.....	7	2	305	278	5.5	2	15	663 36
Sebewa,.....	2	3	181	167	5.5	4	4	343 00
Total,.....	90	25	5336	4416	5.9	63	137	10,478 37

JACKSON

Blackman,.....	6	2	316	332	5.7	6	9	844 75
Columbia,.....	6	2	382	353	6.4	5	9	774 00
Concord,.....	5	3	353	287	7.3	6	9	860 75
Grass Lake,.....	10	2	627	562	7.8	11	12	1,399 75
Hanover,.....	6	1	327	247	8.	7	7	921 36
Henrietta,.....	6		244	235	5.	4	6	447 33
Jackson City,.....	2		1255	1056	9.5	8	10	4,566 62
Leoni,.....	9	3	584	411	6.8	9	14	1,274 82
Liberty,.....	6	2	378	315	7.	4	8	705 75
Napoleon,.....	7	3	477	444	6.7	4	14	954 36
Parma,.....	5	4	640	518	7.3	6	13	1,396 31
Pulaski,.....	6	2	353	339	7.	4	11	772 50
Rives,.....	5	3	397	325	6.	7	6	724 50
Sandstone,.....	4	3	308	229	6.3	3	9	681 25
Spring Arbor,.....	6		297	88	7.5	5	7	726 00
Springport,.....	6	3	397	419	6.6	7	10	912 50
Summit,.....	7	2	344	311	6.5	7	9	772 98
Tompkins,.....	7	2	303	277	5.4	4	7	611 25
Waterloo,.....	6	4	538	458	6.4	7	10	966 17
Total,.....	115	41	8520	7206	6.8	114	180	20,312 95

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	Number of volumes in each Township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build School-houses.	To repair School-houses.					
\$131 00		\$7 00	\$97 84	79	\$174 04	205	\$102 50
1,356 12	\$1,006 87	13 00	188 57	260	176 13	315	157 50
218 00	130 00	17 00	73 50	170	93 18	126	63 00
120 17		16 50	92 97	202	88 00	209	104 50
103 50	15 00	24 50	121 55	507	166 99	246	123 00
953 50	215 00	75 00	531 09		36 33	642	321 00
474 5	92 00	18 40	147 19	193	149 06	438	219 00
1,043 58	525 25	56 44	459 29			565	282 50
352 06	550 00	30 00	85 75			324	162 00
342 00	300 00			180	36 31	88	44 00
706 90	550 00		64 49	366	175 12	408	204 00
273 20	133 50	19 69	173 87	271	132 68	316	158 00
579 29		49 95	488 88		267 87	544	272 00
135 00	65 90		458 94	276	208 59	411	205 50
192 17	40 00		255 25	273	159 57	305	152 50
289 69		9 58	70 69	212	133 00	181	90 50
7,270 63	3,622 62	337 06	3,309 87	2989	1,996 87	5323	2,661 50

COUNTY.

710 00	365 00	26 58	228 04	44		316	158 00
316 37	150 00	44 00	377 36	416	304 61	382	191 00
70 00		38 00	380 27	474	317 35	353	176 50
339 22		40 00	335 43	200	498 12	637	318 50
344 00		11 93	265 49	599	247 87	327	163 50
332 63	180 00	26 75	155 30	300	157 42	244	122 00
7,946 19	3,000 00		1,189 43	200		1255	627 50
804 27	300 00	218 44	240 38	560	351 02	584	292 00
85 80		38 00	237 09	360	245 97	378	189 00
223 50		44 86	330 90	597		477	238 50
3,536 82	3,180 00	31 17	625 58	365	406 00	640	320 00
415 00	270 00	20 01	244 85	502	151 00	353	176 50
404 54	75 00	54 25	79 56	480	208 38	397	198 50
208 00	180 00	65 00	203 25	338	205 50	308	154 00
162 81		21 38	217 75	410	300 00	295	147 50
283 86		41 50	321 47	275	223 88	398	199 00
494 30	256 00	26 00	154 47	60		344	172 00
102 28		2 00	131 64		205 88	303	151 50
579 99	350 00	54 00	275 34	373	218 63	538	269 00
17,359 58	8,306 00	803 87	5,992 60	6553	4,041 63	8529	4,264 50

TOWNSHIPS.	No of districts whose School houses are in each Town- ship		No of children in each Township be- tween the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teach- ers in each township.
	Whole Districts.	Fractional Districts.						
Alamo,	5	2	250	222	5.3	5	6	\$546 44
Brady,	4	2	334	328	7.	5	8	653 82
Charle- ton,	7		333	275	7.3	7	8	738 46
Comstock,	7	2	566	582	7.5	9	13	1,525 94
Climax,	7	1	411	331	6.	4	11	742 25
Coop- r,	6	1	370	316	7.	5	11	755 31
Kalamazoo,	7	5	1,655	983	5.8	6	19	2,563 14
Oshemo,	6	4	381	405	6.5	6	13	924 07
Pavillion,	6	1	248	132	6.	3	11	433 63
Portage,	8	1	334	269	6.	5	13	764 75
Prairie Ronde,	7		321	179	6.5	7	6	892 25
Richland,	8	1	361	199	5.5	4	10	687 13
Ros,	5	4	526	425	7.3	4	14	940 00
Schoolcraft,	6		443	371	8.3	4	8	1,076 00
Texas,	4	3	248	184	5.8	2	9	498 76
Wakeshma,	4		136	105	4.8	1	5	186 75
Total,	97	27	6,917	5,306	6.4	77	165	13,928 72

KENT

Ada,	6	2	330	274	6.4	5	8	679 07
Algoma,	3	2	274	276	5.	1	9	606 50
Alpine,	5	6	416	322	5.	6	10	834 89
Bowne,	6		206	161	5.3	2	7	428 00
Byron,	7	1	293	223	4.6	2	9	474 77
Caledonia,	6		187	135	6.4	1	7	353 00
Cannon,	7	3	403	333	5.1	6	10	763 25
Cascade,	7	1	270	252	6.9	3	9	690 50
Courtland,	6		322	223	6.	3	7	532 25
Gaines,	7		260	234	5.3	3	8	495 65
Grand Rapids City,	1	2	2,032	1,723	9.	5	29	6,829 77
Grand Rapids,	6	2	372	291	5.3	3	10	652 82
Grattan,	4	2	289	267	6.4	3	8	656 25
Lowell,	4	2	311	273	5.7	5	9	849 50
Nelson,	3		51	34	3.2		3	80 25
Oakfield,	7	2	285	289	6.4	5	11	684 00
Paris,	8	1	415	250	6.6	4	16	889 49
Plainfield,	6	3	385	267	6.6	6	12	567 25
Sparta,	5	1	204	171	5.5	3	7	356 75
Solon,	1	1	57	25	6.		2	65 00
Tyrone,	7	1	72	64	6.	1	1	100 00
Vergennes,	7	3	491	416	5.5	4	12	923 30
Walker,	8		370	265	6.6	5	10	738 35
Wyoming,	6	2	421	227	6.5	6	9	991 65
Total,	128	37	8,716	6,995	5.9	82	223	20,242 24

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1888.
	To build School-houses.	To repair School-houses.					
\$272 00	\$	\$ 88 65	\$140 82	315	\$150 13	250	\$125 00
234 80		29 00	155 91		124 25	334	167 00
161 50		55 43	224 64	454	315 41	333	166 50
248 04	36 50	66 81	463 11	241	454 67	566	283 00
204 90	120 00	43 87	281 39	388	248 27	411	205 50
152 50		47 45	218 44	477	239 24	370	185 00
3,899 17	2,000 00	90 00	115 00			1,620	810 00
777 69	389 28	93 00	165 41	400	290 00	381	190 50
221 11	170 00	3 00	202 16	300	155 58	248	124 00
424 50	200 00	56 50	386 21	322	267 45	334	167 00
323 64	190 00	40 74	299 32	416	334 53	321	160 50
227 00	158 00	72 00	138 24	300	321 67	361	180 50
304 88	100 00	91 09	204 67		251 97	526	263 00
1,081 92	900 00	69 05	349 34	175	548 49	443	221 50
303 95	141 00	2 00	108 05	319		248	124 00
836 00	700 00	14 00	32 25	488	77 00	136	68 00
10,133 60	5,104 78	812 59	3,484 90	4,595	3,779 66	6,882	3,441 00

COUNTY.

317 99	100 00	63 12	268 86	250	157 52	350	165 00
295 05		17 00	165 70	173	228 40	249	124 50
187 25		128 75	433 22	346	250 30	416	208 00
277 50	100 00	14 00	95 04	250	114 68	206	103 00
149 33	300 00	109 75	51 75	361	101 84	292	146 00
698 02	595 32	2 00	132 82	327	102 02	187	93 50
218 97	100 00	37 68	336 16	347	186 44	403	201 50
299 97		10 88	110 34	374	126 77	270	135 00
400 00	338 00		231 91	2 4	122 07	322	161 00
248 36	138 26	41 00	146 76	335	125 43	260	130 00
6,128 76			982 02	650		2,032	1,016 00
409 35	200 00	39 49	145 01	299	465 76	372	186 00
198 91		54 00	221 10	326	159 48	289	144 50
491 00		41 29	130 31	128	300 90	311	155 50
213 50	142 00	25 00	26 00	61	37 25	51	25 50
414 25	255 00	45 50	248 42		180 18	285	142 50
728 12		15 50	186 56	400	241 96	415	207 50
555 08	280 00	25 00	177 18	237	207 68	385	192 50
238 00	145 00	45 00	197 71	300	140 00	204	102 00
43 00		12 29	27 81	20		36	18 00
64 00				63	22 50	72	36 00
491 00	300 00	28 50	570 22			491	245 50
667 25	400 00	52 00	91 15	454	440 00	370	185 00
889 50	650 00	61 50	331 08	281		421	210 50
14,024 16	4,043 58	872 25	5,305 08	6,266	3,723 19	8,600	4,334 50

TOWNSHIPS.	No of districts who e school-houses are in each Town-ship.		No. of children in each township be-tween the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teach-ers in each Township.
	Whole districts.	Fractional districts.						
Almont,.....	5	5	800	711	7.5	7	16	\$1,399 90
Attica,.....	4	2	308	261	6.2	3	8	494 25
Allison,.....	2	30	34	3.		1		73 00
Arcadia,.....	1	36	27	5.7		1	1	98 71
Dryden,.....	8	2	566	533	6.5	6	13	1,019 50
Elba,.....	4	2	213	167	5.2	5	6	416 49
Goodland,.....	4	1	112	58	3.		5	131 75
Hadley,.....	7		386	321	7.4			783 66
Imlay,.....	4		155	101	6.	1	4	203 75
Lapeer,.....	9	5	896	670	6.1	8	19	1,446 99
Marathon,.....	3		182	119	6.6			226 50
Metamora,.....	7	1	314	304	6.6	6	10	759 54
North Branch,.....	1	1	82	24	4.7		3	71 00
Oregon,.....	3		118	92	6.6	2	3	256 75
Total.....	61	21	4198	3422	5.8	39	88	7,381 79

LENAWEE

Adrian City,.....		1	2000	1113	9.2	2	15	4,619 11
Adrian,.....	8	5	557	558	6.4	7	17	1,318 09
Blissfield,.....	7	4	725	605	7.	10	14	1,529 62
Cambridge,.....	5	2	377	319	7.1	5	9	770 39
Dover,.....	7	4	555	465	6.4	8	15	1,057 44
Fairfield,.....	11	1	528	540	6.9	9	15	1,261 25
Franklin,.....	7	3	531	416	6.5	6	12	1,006 73
Hudson,.....	10	1	795	656	7.3	5	18	1,440 52
Macon,.....	8	1	546	515	6.7	4	13	963 02
Madison,.....	6	1	355	242	6.6	6	8	738 87
Medina,.....	11	4	779	654	6.7	6	23	1,216 26
Ogden,.....	8	2	355	337	5.5	7	11	686 59
Palmyra,.....	9	3	486	440	6.	6	17	1,181 96
Raisin,.....	7	5	521	524	6.7	8	15	1,197 50
Ridgeway,.....	2	2	320	327	7.2	4	4	554 50
Riga,.....	3	1	140	123	4.9	1	5	308 39
Rollin,.....	5	2	410	405	6.6	4	8	660 50
Rome,.....	9	2	518	476	6.8	7	14	1,154 50
Seneca,.....	7	3	600	486	6.5	7	13	1,033 79
Tecumseh,.....	8	1	1029	848	7.9	10	11	3,248 41
Woodstock,.....	7	2	472	317	6.9	4	13	627 20
Total,.....	115	50	12,599	10,366	6.8	128	270	26,573 36

Whole amount of money raised by tax upon property in each township.	Purposes for which it was raised, and the amount raised for each particular purpose		Amount raised by rate bill.	No. of volumes in each Township library.	Amount of mill tax raised in each Township.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1888.
	To build School-houses.	To repair School-houses.					
\$635 40	\$210 00	\$32 50	\$277 77	250		800	\$400 00
254 15	33 77	7 00	157 95	343	116 16	308	154 00
140 00	111 00		21 85	17		30	15 00
50 94		1 75	16 78	32	22 75	30	18 00
612 45	367 50	31 06	465 78	500	199 89	566	283 00
205 83	69 00	5 00	74 79	440	79 46	213	106 50
421 50	260 00	5 00	44 75	100	52 00	112	56 00
212 50	19 50	50 25	432 17			384	193 00
109 00		14 00	11 86	224	46 98	156	77 50
413 87	226 23	28 00	432 97	489	502 49	896	448 00
99 50		15 00	65 62			182	91 00
59 04		30 00	370 61	433	197 60	314	157 00
25 09	60 00	30 00	71 00			82	41 00
51 75		4 00	36 00	366	73 88	118	59 00
3,320 94	1,357 00	256 56	2,529 90	3194	1,291 21	4198	2,099 00

COUNTY.

4,835 58	2,201 02		1,155 94	250	1,435 58	2000	1,000 00
332 00	200 00	\$40 00	402 55	500	677 67	575	287 50
969 37	304 78	17 00	621 94	584	330 16	725	362 50
177 90	50 00	35 00	455 90	485	100 37	377	188 50
1,204 19	1,050 00	41 00	391 14	500	338 00	555	277 50
282 10	200 00	25 00	467 95	630	446 50	528	264 00
939 33	650 00	34 68	209 47	500	489 81	531	285 50
283 14		118 00	620 98	573	539 12	795	397 50
391 00	300 00	64 97	362 00		350 05	546	273 00
397 34	300 00	17 19	545 98	500		355	177 50
157 78		31 74	306 75	700	490 52	779	389 50
181 00		16 75	131 10	464	155 72	355	177 50
592 25	200 00	223 00	494 62	480	303 13	455	243 00
300 50	100 00	51 81	272 55	525	229 79	521	260 50
580 10	510 00	31 79	130 13	573	233 04	320	160 00
187 91		33 65	11 42	641	98 30	140	70 00
411 55	249 00	26 00	144 77	647	310 06	410	205 00
91 39		49 56	452 85	725	494 00	518	269 00
1,684 06	1,400 00	46 00	262 84	500	441 00	600	300 00
5,324 62	2,720 50	213 84	956 94	550		1029	514 50
324 00		35 94	98 38	550		472	236 00
19,888 23	10,444 30	7,148 92	8,496 24	10,877	7,464 41	12,617	6,308 50

TOWNSHIPS.	No of districts whose school-houses are in each Town ship.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Brighton,	5	2	314	295	5.3	4	8	\$789 12
Cohoctah,	4	3	299	262	5.6	4	8	504 00
Conway,	3	4	306	298	6.3	4	8	506 06
Deerfield,	10	1	364	349	5.1	5	8	552 50
Genoa,	5	4	323	255	5.4	5	7	705 48
Green Oak,	6	2	331	258	5.7	5	7	736 49
Hamburg,	5	2	319	254	7.7	5	9	844 87
Handy,	7	2	298	221	5.7	4	8	623 75
Hartland,	6	2	330	361	6.9	5	10	778 51
Howell,	7	2	316	310	6.7	5	16	1,621 68
Josco,	5	2	225	232	6.8	5	5	360 00
Marion,	5	4	397	388	6.6	5	15	792 69
Oseeola,	8	2	405	357	6.2	6	10	683 38
Putnam,	6	3	424	371	6.3	6	11	867 50
Tyrone,	6	2	418	400	6.9	7	9	847 18
Unadilla,	3	2	398	379	6.1	7	8	810 09
Total,	97	33	5,556	5,227	6.1	79	137	12,133 30

MACKINAW

Holmes,	2	1	24	170	5.7	1	1	460 00
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MACOMB

Armada,	5	5	498	489	5.3	5	13	803 16
Bruce,	9	4	620	446	6.7	11	10	2,121 75
Chesterfield,	5	1	719	555	7.4	5	10	1,289 25
Clinton,	5	1	892	471	5.7	7	10	553 00
Erie,	7	1	699	246	6.1	5	6	782 50
Harrison,	2	2	204	82	9.7	2	4	208 00
Lenox,	6	2	416	292	5.3	4	8	1,152 46
Macomb,	5	4	608	515	6.3	7	11	916 50
Richmond,	9	2	664	575	6.0	4	16	1,110 75
Ray,	8	3	519	472	6.6	4	8	1,072 25
Shelby,	6	2	573	540	7.9	7	11	1,437 08
Sterling,	3	2	293	206	7.1	1	10	509 50
Washington,	6	3	560	480	7.7	6	11	1,303 50
Warren,	6	1	375	188	4.7	3	5	385 50
Total,	82	29	7,649	5,556	6.7	72	138	13,642 26

Whole amount of money raised by tax in each township.	Purposes for which it was raised, and the amount raised for each particular pur- pose.		Amount raised by rate bill.	No. of volumes in each township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1868.
	To build school-houses.	To repair school-houses.					
\$341 32	\$	\$142 63	\$340 57	517	\$	314	\$157 00
81 00		3 00	248 97	480	103 00	299	149 50
282 43	75 00	10 63	52 46	454	132 82	300	150 00
272 67	200 00	33 00	178 07	472	192 36	364	182 00
238 04	130 00	4 00	280 66	450	167 82	323	161 50
390 13	200 00	82 50	282 45	378	194 22	331	165 50
254 38		142 00	366 58	392	204 78	319	159 50
696 52	435 00	40 00	86 87	247	178 60	298	149 00
123 64		15 00	369 76	450	247 22	330	165 00
903 20	610 00	65 00	773 94	451	313 62	610	305 00
125 70		3 00	206 30	463	90 17	225	112 50
419 13	150 00	11 50	268 27	507	207 06	397	198 50
167 67	129 00	1 52	382 68	312	161 33	405	202 50
484 75	300 00	15 00	603 35	289		424	212 00
291 53	175 00	49 58	304 15	274	206 36	418	209 00
246 26	180 00	34 00	289 23	242		417	208 50
5,431 27	2,584 00	661 36	5,134 31	6,478	2,399 36	5,774	2,887 00

COUNTY.

256 41			200		324	162 00
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COUNTY.

69 16		17 14	302 83	400	345 00	499	249 00
342 72		46 74	521 38	360	689 95	629	314 50
248 53	275 00	25 00	512 21	319	449 06	719	359 50
968 82		81 53	492 36	430	490 68	892	446 00
345 88	575 00	79 77	22 75		200 00	699	349 50
126 74		13 00		391	98 68	204	102 00
705 36	500 00	21 50	117 78	450	233 70	416	208 00
256 46		87 10	119 91	225	337 75	608	304 00
338 41	180 00	2 20	638 38	584	192 16	664	332 00
415 80	300 00	21 11	338 13	250	376 00	519	269 50
256 48	175 00	74 48	377 02	302	516 38	573	286 50
85 00		85 00	162 87			293	146 50
1,067 31	1,000 00	43 31	352 79	346	690 83	560	280 00
122 00		33 00	48 00	352	254 06	375	187 50
5,868 67	3,025 00	630 88	4,006 41	4,499	4,874 26	7,649	3,824 50

TOWNSHIPS.	No. of districts whose school houses are in each Township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole Districts.	Fractional Districts.						
Manistee,.....	1		52	43	4.		1	\$104 00
Stronach,.....	1							
Total,.....	2		52	43	4.		1	104 00
MANITOW								
Peaiee,.....	2		112	102	3.	2		100 00
MARQUETTE								
Marquette,.....	2		231	173	7.3	2	3	446 42
MASON								
Pere Marquette,...	1		19	11	3.		2	26 00
MIDLAND								
Coe,.....	2		27	11	3.	1	1	19 50
Midland, ..	3	1	137	113	4.5		5	344 75
Total,.....	5	1	164	124	3.7	1	6	364 25
MONROE								
Ash,.....	10		646	420	5.	5	8	816 13
Bedford,.....	6		372	207	7.6	3	9	874 25
Dundee,.....	9	2	627	470	6.4	9	12	1,071 44
Erie,.....	6	1	514	222	6.3	3	9	664 75
Exeter,.....	4	1	290	216	6.	3	7	428 75
Frenchtown,....	6	2	510	273	4.7	3	9	515 70
Ida,.....	5	2	281	186	4.9	4	6	436 50
Lasalle,.....	8		504	320	6.3	6	9	667 00
London,.....	5	2	324	271	5.6	3	9	467 00
Milan,.....	6	1	377	314	7.6	3	10	607 75
Monroe City,....	1		1245	259	9.0	4	5	1,174 16
Monroe,.....	5	1	421	223	6.0	3	6	613 09
Raisinsville,....	5	5	601	418	6.9	9	10	1,149 33
Summerfield,....	6	1	288	279	5.9	4	7	585 25
Whiteford,.....	6	2	396	228	6.2	5	11	723 50
Total,.....	88	20	7896	4300	6.3	67	127	10,594 60
MONTCALM								
Bloomer,.....	6		141	119	4.	3	3	241 50
Bushnell,.....	1	1	160	127	4.4	1	7	273 55
Eureka,.....	4	2	388	182	7.	6	12	820 13
Fairplain,.....	5		159	135	7.5	3	5	295 00
Ferris,.....	1							
Montcalm,.....	4		57	46	5.7		3	95 00
Total,.....	24	3	914	619	4.5	13	30	1,664 88

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each Township library.	Amount of mill tax raised in each Township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1886.
	To build School houses.	To repair School-houses.					
455 00				104 78	\$93 62 34 41	52	\$26 00
35 00				182	128 03	52	26 00
COUNTY.							
						112	56 00
COUNTY.							
250 00	200 00			526	315 60	231	115 50
COUNTY.							
58 50	75 00		26 00		5 14	19	9 50
COUNTY.							
106 00	75 00		3 50			27	13 50
657 00	480 00	78 00		180		137	68 50
763 00	555 00	78 00	3 50	180		164	82 00
COUNTY.							
341 71	100 00	24 00	109 26	700	291 07	646	323 60
40 31		15 67	254 46			372	186 00
211 38		37 69	319 89		328 25	627	315 50
97 00		37 00	132 93			514	257 00
194 28	21 65	10 00	41 48	316	139 76	290	145 00
140 01	300 00	26 91	12 58	350	287 10	510	255 00
334 63	85 00	21 25	31 49	438	147 24	281	140 50
124 75		19 25	148 91	527	221 78	504	252 00
230 95		40 00	60 53	514	142 44	324	192 00
355 69	180 00	5	182 63	473	170 89	377	188 50
206 06		52 49	39 00	350	888 50	1245	622 50
423 61	415 00	9 61	63 37	313	221 65	421	210 50
321 68	163 00	32 05	120 76		447 84	631	315 50
232 15	27 00	19 50	119 83			228	114 00
325 60	180 00	32 00	180 83	530	231 00	396	198 00
3,579 81	1,471 65	377 51	1,818 00	4511	3,512 52	7366	3,682 00
COUNTY.							
169 59	25 00	5 00	73 79	120	48 76	141	70 50
27 25		4 23	94 19	128	50 96	169	84 50
268 50			31 97			288	124 00
		21 00	22 00	155	124 00	199	79 50
26 00							
80 00	80 00		25 07	50	40 00	57	28 50
511 34	105 00	71 23	526 21	459	263 74	914	457 00

TOWNSHIPS.	No. of districts whose school houses are in each township		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Ashland,	3		22	27	4.5		2	\$ 39 25
Big Prairie,	2		24	25	3.0		1	45 00
Bridgton,	1		14	14	3.0		1	65 00
Brooks,	1		121	84	10.0	1	1	262 56
Croton,	6	2	216	206	4.0	2	5	322 25
Dayton,	2		26	19	2.0		1	26 00
Everett,	2	2	26	50	3.0	1		141 00
Fremont,	3		52	31	3.0	1	1	102 00
Total,	20	4	501	454	4.2	5	12	1,093 06

OAKLAND

Addison,	4	2	309	209	5.3	5	6	514 40
Avon,	8	3	571	509	6.9	6	15	1,462 66
Bloomfield,	7	5	688	344	6.0	8	13	1,428 00
Brandon,	6	4	464	376	5.4	6	10	874 82
Commerce,	7	4	495	451	7.3	7	15	1,211 14
Farmingto,	5	4	614	556	8.8	8	12	1,439 20
Groveland,	7	1	346	298	6.6	8	9	637 00
Highland,	5	1	347	261	8.	7	6	715 50
Holley,	6	2	428	373	6.	6	11	783 33
Independence,	8		486	398	7.1	5	12	933 37
Lyon,	7	1	384	271	6.3	5	7	1,026 55
Milford,	9	2	623	650	8.3	10	12	2,185 00
Novi,	7	4	601	473	7.2	11	12	1,303 73
Oakland,	3	4	388	334	7.2	4	8	772 81
Orion,	8	2	466	426	7.6	8	10	1,193 72
Oxford,	4	3	506	411	7.3	4	9	865 50
Pontiac,	9	1	1,172	897	7.8	10	15	3,016 31
Rose,	5	2	390	276	7.	6	5	747 50
Royal Oak,	4	3	424	369	7.	5	9	877 00
Southfield,	7	3	518	517	6.7	7	12	1,151 41
Springfield,	9	2	530	457	6.9	3	15	869 91
Troy,	9	2	538	476	7.	7	13	1,189 68
Waterford,	6	4	497	459	7.	7	7	1,131 74
White Lake,	6	2	393	284	7.6	2	13	745 17
West Bloomfield,	5	2	527	204	7.3	4	9	697 87
Total,	161	63	12,515	10,223	7.	159	265	27,322 29

OCEANA

Port Huron,	1	3	221	151	7.7	3	7	1,209 75
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FROM NEWAYGO COUNTY.

601

Whole amount of money raised by tax upon property in each township.	Purposes for which it was raised, and the amount raised for each particular purpose		Amount raised by rate bill.	No. of volumes in each township library.	Amount of mill tax raised in each township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1898.
	To build school houses.	To repair school houses.					
\$261 00	\$186 00	\$	\$45 00	96	\$49 96	22	\$11 00
250 00		250 00	104 78	60	129 00	24	12 00
635 00	566 00	5 56	210 69	12	61 57	14	7 00
196 50	175 00		26 00	300	177 69	121	60 50
244 00	150 00	28 00	77 00		98 93	216	108 00
			24 00			26	13 00
					64 24	26	13 00
						52	26 00
1,586 50	1,077 00	283 56	487 47	468	581 39	501	250 50

COUNTY.

286 33	200 00	9 25	134 19		88 95	309	164 50
29 50			551 46	684	594 15	571	235 50
1,040 00	400 00	16 62	300 42	528	645 12	688	344 00
130 98		10 46	238 24	616	191 62	464	232 00
338 00	300 00	26 00	526 63	666	283 56	495	247 50
56 00		40 00	498 66	717	599 59	614	307 00
11 00		20 00	418 66	500	231 82	346	173 00
225 25		10 00	173 49	549	222 30	347	173 50
379 85		16 11	288 68	502	207 43	373	180 50
18 27		43 00	301 92	404	335 21	486	240 00
91 00	5 00	70 00	427 58	515	308 47	384	190 00
899 76	325 00	48 59	1,026 30			623	311 50
627 58	400 00	74 12	450 78	493	520 01	601	300 50
5 00		58 94	174 06			388	194 00
539 50	450 00	6 00	377 47		319 71	466	233 00
70 00		41 00	381 82		292 60	506	253 00
1,838 22		79 49	282 89			1,172	586 00
71 13		26 62	387 01		212 70	325	162 50
177 84		48 00	308 53	668	315 92	424	212 00
972 00	731 00	165 00	415 86	854	401 69	518	259 00
476 00	200 00	57 75	249 22	500	286 00	530	265 00
594 40	480 00	16 40	493 04	674	553 21	538	269 00
455 63	200 00	66 00	348 89	605	579 22	474	237 00
554 61	200 00	21 50	241 91	494	194 83	393	196 50
83 50		30 00	367 02	491	346 19	259	129 50
10,142 35	3,971 00	930 86	9,414 62	10,460	7,719 31	12,294	6,147 00

COUNTY.

59 25

239

13 50

TOWNSHIPS.	No of districts whose school houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Ontonagon,.....	1		287	130	12.	2		\$502 00
Pewabic,.....	1		20	20	3.		1	90 00
Rockford,.....	1		154	55	6.	1		252 00
Total,.....	3		461	205	7.	3	1	904 00

OTTAWA

Allendale,.....	4		39	29	5.0		8	91 00
Blendon,.....	1	1	45	36	5.5	2		170 50
Casinovia,.....	4		71	44	3.0		12	65 00
Chester,.....	5	2	253	219	4.4	1	5	516 75
Crockery,.....	4		140	98	4.5	1	2	351 00
Georgetown,.....	6	1	184	143	6.3	1	8	371 50
Holland,.....	4		455	192	5.2	3	1	622 45
Jamestown,.....	3		101	61	6.2	3	3	235 50
Muskegon,.....	1		248	132	8.0	1	1	345 00
Ottawa,.....	1		360	185	10.2	2	2	800 07
Polkton,.....	6	2	270	205	5.0	1	8	624 47
Ravenna,.....	3		121	89	4.3		4	119 75
Spring Lake,.....	2		155	74	6.5	2	1	689 66
Tallmadge,.....	9	2	418	408	5.8	2	10	1,330 00
White River,.....	3		105		6.0		4	211 00
Wright,.....	7	1	385	346	6.3	5	6	538 75
Zeeland,.....	4	1	415	227	7.0	5	1	657 25
Total,.....	60	10	3765	2488	5.6	32	63	7,849 65

SAGINAW

Borch Run,.....	5		142	97	3.2		5	137 25
Blumfield,.....	2		94	12	3.0		1	39 00
Bridgeport,.....	3		130	107	6.7		6	157 16
Buena Vista,.....	1		646	525	11.0	1	7	1,975 16
Chesseming,.....	2		118	87	6.5	1	3	244 70
Hampton,.....	4		626	373	9.0	4	9	1,756 40
Kochville,.....	2		87	11	3.0		1	60 00
Saginaw City,.....	1		425		10.0	1	3	843 00
Saginaw,.....	4		137	55	8.5	3	4	118 00
St. Charles,.....	3		83	82	9.5		2	111 66
Taymouth,.....	3		117	38	5.0	1	1	165 50
Thomastown,.....	1	2	130	87	5.7	3	1	344 00
Tittabawassee,.....	2		106	81	3.1	1	1	114 00
Williams,.....	1		19	15	3.0		1	19 50
Zilwaukee,.....		1	70	26	3.0		1	75 00
Total,.....	54	3	2920	1596	6.4	19	40	6,160 23

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	No. of volumes in each township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest-money apportioned in 1858.
	To build School-houses.	To repair School houses.					
\$970 00	\$500 00			338	\$300 21	287	\$143 56
						20	10 00
					610 32	154	77 00
970 00	500 00			338	910 53	461	230 50

COUNTY.

146 00	75 00	28 38				19	9 56
94 00		3 83	71 00	172	54 00	45	22 50
		12 00	34 71			71	35 50
202 00		33 62	210 50	200	40 11	238	119 00
632 00	525 00		176 00	150	69 25	140	70 00
279 64	93 64	62 75	124 21	267	113 39	184	92 00
982 47	179 00	65 00	50 98	110	200 73	455	227 50
140 94		10 00	21 40	208	52 20	101	50 50
			234 78	180		248	124 00
563 94		50 00	140 00	400	210 80	360	180 00
740 01	529 49	45 65	307 20		179 00	270	135 00
112 50			34 04	120	98 27	121	60 50
562 64		5 50	279 16	255	167 42	155	77 50
610 89	200 00	37 69	615 94			418	209 00
228 00	180 00		108 06			105	52 50
56 50		41 00	347 73	360	144 00	385	192 50
763 85	205 00	54 00		364	106 13	415	207 50
6,116 98	1,978 13	449 42	2,755 69	2786	1,435 30	3730	1,865 00

COUNTY.

95 48		6 00	87 92	223	52 47	142	71 60
25 00		25 00	24 00	115	47 00	24	12 00
30 00	150 00	9 00	91 35	160	46 10	130	65 00
1,116 52			183 75	293	443 45	646	223 00
331 14	200 00	5 00	129 18	235	71 50	118	59 00
810 00	150 00	45 00	698 69	90	310 33	626	313 00
100 00	100 00				144 80	23	11 50
400 00		250 00				425	212 50
136 27	500 00			227	474 26	137	68 50
610 68	260 00	35 00	24 00	66	268 68	70	35 00
267 00	180 00			132	74 20	105	52 50
140 00				80	112 00	130	66 00
123 00		16 00		320		106	53 00
					45 94	19	9 50
				60	43 00	70	35 00
4,170 00	1,540 00	501 00	1,238 69	2001	2,133 60	2771	1,385 50

TOWNSHIPS.	No. of districts whose school-houses are in each Township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each Township.
	Whole districts.	Fractional districts.						
Austin,	1		28	16	4.			\$ 72 00
Buel,	3		64	4	3.	1	2	56 75
Dwight,	2		110		9.		1	162 00
Fremont,	1		25	11	3.		1	30 00
Forester,	2		62	37	7.7		3	237 00
Lexington,	9		595	421	6.3	4	12	1,271 50
Sanbac,	7	1	246	153	6.2	1	8	366 25
Speaker,	2		33	23	3.		2	49 00
Washington,	1		31	29	6.		2	48 00
Worth,	4	3	487	370	5.6	3	6	766 62
Total,	32	4	1681	1104	5.5	9	37	2,999 12

SHIAWASSEE

Antrim,	2	4	285	249	5.4	4	6	\$334 90
Bennington,	5	1	278	227	5.5	5	5	515 25
Burns,	7		327	325	6.5	5	8	749 75
Caledonia,	4	1	492	391	6.5	3	13	986 80
Fairfield,	3		90	72	5.8	1	4	161 88
Hazleton,	3	1	68	59	4.	2	2	120 00
Middlebury,	6		172	157	5.3	2	9	318 88
New Haven,	4	1	87	74	3.9	2	3	243 50
Owosso,	2	3	472	385	5.7	3	6	236 50
Perry,	3	2	179	130	7.2	4	4	366 36
Rush,	2	1	90	78	5.	3	2	223 00
Sciota,	3		98	106	6.1	1	3	272 25
Shiawassee,	4	2	459	349	6.0	5	7	739 54
Vernon,	8	2	457	372	5.8	6	12	743 62
Venice,	4		189	147	6.5	3	5	361 25
Woodhull,	6		208	179	4.9	2	7	360 10
Total,	66	18	3951	3300	5.7	51	99	6,783 66

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	Number of volumes in each Township Library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1888.
	To build School houses.	To repair School houses.					
\$ 11 00		\$ 11 00		165	\$114 88	28	\$ 14 00
520 00	\$500 00		\$ 33 00	58		23	11 50
97 00	75 00		8 00	25	133 26	110	55 00
255 00	165 00			45		25	12 50
504 38	300 00	8 00	517 41	108		82	31 00
241 15	42 90		11 40	200	321 13	585	297 50
58 50	58 50		18 75	224	226 23	246	123 00
36 00		80 00	18 00	45	92 25	33	16 00
164 31	230 00	20 25	183 69	200	227 32	31	15 50
1,887 34	1,371 40	119 25	790 25	1070	1,115 07	1640	820 00

COUNTY.

410 00	280 00	17 00	102 54	336	104 00	285	142 50
201 59		27 00	88 05	429	147 13	278	139 00
453 94	350 00	29 00	425 76	353		327	163 50
844 27		11 51	72 70	488		492	246 00
177 90	75 00	15 00	49 01	21	41 00	90	45 00
299 50	200 00	32 00	30 43	149	73 86	88	34 00
326 03	218 00	9 00	100 12	200		172	86 00
485 00	305 00	6 50	2 50		86 60	87	43 50
1,584 00	1,020 00	304 00	448 11	387	256 63	472	236 00
350 50	150 00	1 50	166 92		127 57	152	76 00
255 50	140 50	40 00	21 19	203	49 26	90	45 00
47 00		9 50	137 73	281	91 00	98	49 00
150 53		58 53	271 97	252	220 02	459	229 50
468 40	355 00	6 25	232 83		233 60	457	228 50
112 50		21 00	11 50	270	102 46	189	94 50
224 42	75 00	18 50	108 32	156	61 75	208	104 00
6,681 17	3,168 50	606 29	2,269 68	3525	1,594 78	3624	1,902 00

TOWNSHIPS.	No of districts whose School houses are in each Township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole Districts.	Fractional Districts.						
Berlin,.....	7	1	412	361	6.2	3	10	\$607 25
Brockway,.....	4		190	140	5.5	1	7	337 25
Burchville,.....	10		554	373	5.9	5	10	977 20
Casco,.....	4		195	78	5.5	1	3	164 00
China,.....	9		596	438	6.9	6	11	903 87
Clay,.....	5		392	345	7.4	3	8	709 80
Glyde,.....	6		344	294	5.4	4	6	585 00
Columbus,.....	4	2	306	188	4.7	4	5	369 88
Cottrelville,.....	4		409	248	7.5	3	3	557 81
Emmet,.....	1		90	41	4.0	1	1	86 00
Greenwood,.....	1		50	30	3.0		1	26 00
Ira,.....	5		411	189	8.6	3	3	504 50
Kenoskee,.....	5		194	130	4.8	2	7	385 44
Kimball,.....	2	2	244	180	5.2	1	5	371 50
Lynn,.....	1		48	50	6.0		2	75 00
Massey,.....	4		84	22	3.0		3	81 00
Port Huron,.....	5	3	377	187	6.0	2	11	683 46
Port Huron City,...	2		801	640	10.2			1,901 18
Riley,.....	6	2	244	219	5.3	2	8	463 37
St. Clair,.....	10	1	1079	829	7.9	9	13	2,034 50
Wales,.....	9		303	254	3.8	2	10	459 73
Total,.....	104	11	7323	5236	6.0	52	127	12,289 00

ST. JOSEPH

Barr Oak,.....	5	1	467	384	6.0	2	7	836 50
Colen,.....	7	3	487	421	5.8	7	10	1,011 75
Constantine,.....	7	1	585	507	6.7	3	14	1,320 98
Fabius,.....	6	4	330	257	5.7	3	11	520 25
Fawn River,.....	3	2	212	200	5.0	1	6	327 25
Florence,.....	4	3	352	254	7.7	6	8	898 50
Flowerfield,.....	5	1	368	299	5.6	5	7	599 48
Leonidas,.....	7	3	374	383	6.9	4	14	905 20
Loelport,.....	4	3	631	512	7.4	5	10	1,290 72
Mendon,.....	5	1	317	293	6.9	4	7	697 72
Mottville,.....	3	2	277	205	8.0	4	4	585 00
Nottawa,.....	5	3	504	396	7.0	5	12	1,507 16
Park,.....	4	4	488	432	7.0	5	10	882 75
Sherman,.....	4	1	181	164	6.0	3	6	391 30
Sturgis,.....	4	1	416	194	6.9	6	10	987 05
White Pigeon,.....	5	1	524	305	5.3	4	4	683 25
Total,.....	73	34	6516	5216	6.5	67	140	13,444 84

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill.	Number of volumes in each Township library.	Amount of mill tax raised in each Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build School-houses.	To repair School houses.					
\$120 00	\$300 00	\$20 00	\$164 97	406	\$165 37	412	\$206 00
300 31	75 00	10 00	87 00	169	123 20	190	95 00
916 39	235 19	53 31	83 92	301	174 66	554	277 00
18 00		18 00	41 87	308	85 47	79	39 50
647 64	545 00	13 58	214 50	478	307 61	596	238 00
271 00		26 12	77 28	309	164 18	392	196 00
488 60	140 00	29 60	57 74	313	88 45	244	172 00
162 00	37 00	25 50	73 30	250	99 06	306	163 00
265 92		33 00	150 54	339	212 74	409	204 50
100 00	100 00			57	34 45	90	45 00
33 00	33 00		35 00			50	25 00
302 50	180 00	26 00	32 00	190		411	205 50
557 57	275 60	2 50	60 01	135	80 00	194	97 00
728 32		3 00	39 00	202	147 75	244	122 00
9 00		5 00		50	100 90	48	24 00
						84	42 00
258 87	300 00	62 00	205 90			377	188 00
2,267 50	2,000 00		881 69			801	400 50
487 10	328 50	8 00	236 21	350	113 82	244	122 00
967 37	200 00	30 00	110 37	503	1,193 50	1079	530 50
957 72	62 00	27 00	109 86		71 51	303	151 50
9,428 81	5,432 69	411 61	2,661 16	4360	3,161 77	7207	3,693 59

COUNTY.

102 34		28 84	140 73			467	233 50
79 00		50 00	390 58			487	243 50
1,003 17	552 25	162 50	531 57	302		583	294 00
655 72	476 71	14 63	105 48	341	203 00	285	142 50
114 64		80 00	104 34	375	120 00	212	106 00
377 23		6 50	193 12	635	425 11	352	176 00
371 40	75 00	44 38	49 00	398		368	184 00
474 65	150 00	50 98	203 63	400		374	187 00
648 00		38 00	75 40	518	564 96	631	315 50
154 50		17 00	190 49	386	276 30	317	158 50
		20 00	68 00			252	126 00
501 20		25 00	459 62	450	448 70	504	252 00
488 69	250 00	25 75	170 96	500	287 79	488	244 00
100 00		11 00	127 91	314	214 23	181	90 50
171 03		100 97	235 96		229 49	416	208 00
1,611 40	1,500 00	23 93	83 56	227	386 20	497	243 50
6,992 97	3,003 96	759 48	3,130 35	4846	3,155 78	6419	3,209 50

TOWNSHIPS.	No of districts whose school-houses are in each township.		No. of children in each township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each Township.	Total amount of wages paid to teachers in each township.
	Whole Districts.	Fractional Districts.						
Alma,	2	1	57	30	6.	1	1	\$ 78 00
Arbela,	3	1	175	139	5.5	1	6	264 62
Denmark,	2		41	30	..		1	97 50
Ellington,	1	-	12					
Fair Grove,	4		75	32	3.	1		66 00
Junietta,	3		178	128	5.7	1	5	315 50
Millington,	3	1	23	47	3.		1	19 50
Sebewaing,	1		78	10	3.	1		48 00
Tuscola,	3	1	265	253	7.7	3	5	396 25
Total,	22	5	899	669	4.5	8	19	1,285 37

VAN BUREN

Almena,	4	5	338	332	6.3	3	10	672 00
Antwerp,	7	1	479	467	7.1	7	11	1,105 41
Arlington,	3	2	242	177	6.	3	6	472 00
Bangor,	3		128	124	5.5	3	4	298 00
Bloomington,	2	1	169	106	5.5	1	4	224 00
Columbia,	4		155	143	4.8	1	5	262 75
Decatur,	5	1	341	245	6.2	2	7	797 19
Deerfield,	4		53					
Geneva,	6		46	56	4.6	2	3	159 25
Hamilton,	6		239	205	4.7	2	5	437 56
Hartford,	6	2	290	259	6.9	2	13	610 20
Keeler,	6	1	245	181	5.6	2	8	394 00
Lawrence,	6	3	348	264	5.9	3	11	794 00
La Fayette,	5	2	546	198	6.9	5	16	1,231 00
Pine Grove,	3	2	97	93	4.7		5	185 00
Porter,	5	3	319	267	5.9	3	11	519 00
South Haven,	2		162	123	5.5	1	2	326 67
Waverly,	2	4	177	208	5.8	3	6	473 50
Total,	77	27	4375	3448	5.4	43	125	8,941 53

Whole amount of money raised by tax upon property in each township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate bill.	No. of vols. in each township library.	Amount of mill tax raised in each township.	No. children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build school-houses.	To repair school houses.					
\$213 50	\$201 00	\$4 50	\$54 56	64	\$39 00	26	\$18 00
123 00		33 10	35 52	132	93 00	175	87 50
53 50	25 00			102	86 00	27	13 50
27 37	25 00				69 00		
251 50	225 00	5 00	66 00	58	54 22	35	17 50
55 94		8 00	169 57	104		178	89 00
	125 00		4 50			23	11 50
108 52	550 00		35 55	244	30 28	73	36 50
					117 27	265	132 50
832 38	1,151 00	50 60	365 60	704	498 77	802	401 00

COUNTY.

1,252 34	1,018 50	35 00	85 51	363	106 90	338	169 00
1,022 78	700 00	45 25	501 17			479	239 50
236 32		14 17	99 00			242	121 00
119 20		3 00	41 50	280	87 00	128	64 00
231 67	45 00	25 00	6 00	400	78 90	155	77 50
106 38		25 00	143 00	199	79 28	155	77 50
628 30	241 00	22 00	244 64	350	119 84	341	170 50
	75 00			338	52 97		
116 00			42 83	170	81 07	46	23 00
419 00	180 00	8 43	164 90	470	112 70	206	103 00
257 22		11 00	241 25	341	126 15	290	145 00
203 00	98 50		106 16	495	98 99	236	118 00
303 15		58 00	271 45	378	137 72	348	174 00
764 27	510 00	42 50	316 12			646	273 00
32 50			55 25	170	85 24	97	48 50
104 55		19 00	143 21	343	114 37	294	147 00
103 66		6 20	132 00	146		163	81 50
177 77			107 41	350	107 17	177	88 50
6,978 11	2,858 00	325 55	2,701 40	4333	1,886 28	4241	2,120 50

TOWNSHIPS.	No. of districts whose School-houses are in each Township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each Township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole Districts.	Fractional Districts.						
Ann Arbor City,...	1		1354	1970	10.6	2	22	\$4,509 56
Ann Arbor,.....	4	1	573	452	7.9	4	12	1,322 25
Angusta,.....	4	2	518	310	7.5	4	6	875 25
Bridgewater,.....	9		424	369	6.7	4	15	834 68
Dexter,.....	6	2	385	367	6.1	3	10	709 50
Freedom,.....	7	2	550	301	4.7	8	10	518 80
Lima,.....	6	2	319	275	6.3	2	12	718 25
Lodi,.....	7		399	327	6.9	4	8	866 00
London,.....	4	3	515	280	5.1	5	8	483 52
Manchester,.....	8	2	513	468	6.8	6	13	1,081 24
Northfield,.....	5	3	434	400	7.1	5	11	865 63
Pittsfield,.....	6	6	457	286	6.4	5	10	836 00
Salem,.....	5	1	330	291	6.7	7	5	748 15
Saline,.....	6	3	633	533	7.8	7	10	1,021 31
Scio,.....	6	6	829	722	5.7	9	18	2,272 75
Sharon,.....	8		318	273	6.2	4	9	830 50
Superior,.....	8	2	458	380	7.5	4	17	914 23
Sylvan,.....	5	3	552	456	7.7	5	13	1,165 25
Webster,.....	5	2	285	308	6.6	5	8	766 00
York,.....	4	3	419	458	7.9	7	7	1,091 62
Ypsilanti,.....	7	3	1473	1256	7.3	7	18	3,949 92
Total,.....	123	46	11,347	9402	6.5	107	242	26,940 51

WAYNE

Brownstown,.....	7	2	416	129	6.1	3	9	524 75
Canton,.....	5	4	565	392	6.6	7	10	901 25
Detroit City,.....	1		12,668	5500	10.0	10	40	16,975 00
Dearborn,.....	8	2	572	350	6.1	5	8	836 50
Ecorse,.....	6		723	330	6.5	3	7	791 52
Greenfield,.....	11	2	756	410	5.7	10	7	1,177 06
Grosse Point,.....	5	1	626	297	6.5	6	6	833 50
Huron,.....	1	1	173	107	4.5			223 50
Hamtramck,.....	7	1	576	341	7.3	3	5	1,059 62
Livonia,.....	7	2	550	411	6.7	8	9	1,155 19
Monguagon,.....	4	1	436	243	6.0	3	5	633 00
Nankin,.....	6	3	761	481	6.5	12	13	1,262 95
Plymouth,.....	6	5	954	778	8.8	9	12	2,580 33
Redford,.....	10		627	538	6.7	6	11	1,377 67
Romulus,.....	4	4	426	338	6.3	3	11	594 00
Springwells,.....	4	1	404	100	5.7	3	5	537 00
Sumpter,.....	3	2	184	158	5.7	2	7	292 50
Taylor,.....	2	3	198	147	4.2	3	3	311 00
Van Buren,.....	7	2	482	399	7.0	6	10	960 91
Total,.....	104	36	22,037	11,444	6.5	102	188	33,127 86

Whole amount of money raised by tax upon property in each Township.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate bill.	Number of volumes in each Township library.	Amount of mill tax raised in each Township.	No. of children on which public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build school houses.	To repair school houses.					
\$6,000 00			\$1,721 61	300	\$936 86	1354	\$677 06
1,305 18	\$250 00	\$80 88	53 94	317	594 56	573	286 50
456 00	177 00	80 00	210 10	546	170 00	318	159 00
297 69	150 00	55 00	148 27	700		424	212 00
424 02	183 75	20 00	122 53	450	256 00	288	194 00
145 82		104 00	148 95	454	257 00	550	275 00
812 48	700 00	25 00	218 16	475	315 00	319	159 50
241 34		57 98	157 85	466	445 00	399	199 50
490 82	300 00	10 00	96 00	500	130 00	315	157 50
380 00		89 00	182 26	600	390 00	513	256 50
544 77	490 50	5 20	206 51	471	250 00	434	217 00
1,213 54	880 00	78 25	275 07	600	442 00	408	204 00
230 66		91 00	229 45	555	438 40	336	168 00
734 00		104 90	403 66	612	557 00	633	316 50
3,118 34	2,500 00	181 65	1,133 10			829	414 50
281 23	181 23	24 00	354 41	386	320 00	318	159 00
350 81		233 88	261 70	487	443 83	458	229 00
652 98	25 00	43 00	407 85		281 00	552	276 00
819 50	387 50	244 00	189 75	614	360 00	285	142 50
385 63		28 94	503 17	572	400 00	419	209 50
3,156 79		1,051 76	259 54		1,120 00	1473	736 50
21,992 50	6,224 98	2,608 44	7,263 88	9105	8,111 15	11,298	5,649 00

COUNTY.

242 50	179 00	10 00	51 44			416	208 00
52 50		9 19	471 06			565	282 50
38,000 00	18,000 00					12,668	6,334 00
342 25	883 33	41 00	364 31	544	216 19	527	268 50
342 00	150 00	35 00		450	174 96	723	361 00
1,383 35	960 00	103 84	57 69	580	786 77	756	378 00
445 00		51 00	20 00	452	322 24	626	313 00
85 00		5 00	26 10	408	66 97	140	70 00
431 25		10 00	20 00	559	882 46	576	288 00
157 07		34 44	508 00	615	329 19	550	275 00
292 50		32 50		565	209 69	436	218 00
600 34	587 80	28 00	948 52	715	159 21	701	350 50
959 40	450 00	156 11	1,348 20	957	471 41	954	477 00
1,080 96	265 00	8 43	296 80	729	282 35	627	313 50
331 53	204 00	76 74	182 16	395	131 91	426	213 00
275 00	240 00			350	500 00	404	202 00
56 92		12 00	120 42	466	18 25	184	92 00
126 00		8 00	19 40	473	53 93	198	99 00
118 00		18 26	488 11	500	31 67	482	241 00
45,521 57	21,919 13	639 51	4,918 21	8758	4,637 20	21,969	10,984 50

TOWNSHIPS.	No. of districts whose school-houses are in each township.		No. of children in each Township between the ages of 4 and 18 years.	Whole number of children that have attended school during the year.	Average No. of months schools have been taught by qualified teachers.	Number of qualified male teachers that have been employed in each township.	Number of qualified female teachers that have been employed in each township.	Total amount of wages paid to teachers in each township.
	Whole districts.	Fractional districts.						
Allegan,	94	13	4,028	2,901	5.	31	122	\$7,109 11
Barry,	88	17	4,054	3,227	5.8	43	137	8,351 20
Berrien,	97	17	6,400	4,869	5.5	61	144	14,409 23
Branch,	96	31	6,621	5,670	6.2	70	169	12,267 68
Calhoun,	105	44	8,518	6,853	6.8	113	222	19,296 07
Cass,	90	14	5,355	3,840	6.2	71	181	11,298 57
Cheboyaw,	2		114	131	4.1			212 00
Chippewa,	1		521	115	11.7	1		506 20
Clinton,	79	18	4,253	3,237	5.3	50	114	6,885 43
Daton,	103	21	5,404	4,321	5.8	60	151	9,632 25
Genesee,	101	38	7,315	5,839	6.2	79	175	15,330 53
Grand Traverse,	6		331	184	4.3	4	2	519 50
Gratiot,	31	10	927	489	3.7	6	26	888 41
Hillsdale,	129	50	8,581	7,446	6.8	88	203	18,177 73
Houghton,	2		331	125	3.5		1	212 00
Huron,	3		88	47	3.			
Ingham,	93	28	5,868	4,636	5.7	60	149	9,918 24
Ionia,	90	25	5,336	4,416	5.9	63	137	10,478 37
Jackson,	115	41	8,520	7,206	6.8	114	180	20,312 25
Kalamazoo,	97	27	6,917	5,306	6.4	77	165	13,928 72
Kent,	126	37	8,659	6,995	5.9	82	223	20,242 24
Lapeer,	61	21	4,198	3,422	5.8	39	88	7,381 70
Lenawee,	115	50	12,599	10,366	6.8	126	270	26,573 85
Livingston,	97	33	5,755	5,237	6.1	79	137	12,113 30
Mackinaw,	2		324	170	5.7	2		460 00
Macomb,	82	29	7,649	5,556	6.7	72	138	13,642 20
Manistee,	2		52	43	4.		1	104 00
Manitou,	2		112	102	3.	2		100 00
Marquette,	2		231	173	7.5	2	3	446 42
Mason,	1		19	11	3.		2	26 00
Midland,	5	1	164	124	3.7	1	6	364 25
Monroe,	88	20	7,396	4,800	6.3	67	127	10,594 60
Montcalm,	24	3	914	619	4.5	13	30	1,664 88
Newaygo,	20		501	454	4.2	5	2	1,003 06
Oakland,	161	63	12,515	10,223	7.	159	265	27,822 29
Oceana,	1		23	15	7.5	1	1	129 75
Ontonagon,	3		461	205	7.	3	1	904 00
Ottawa,	69	10	3,765	2,488	5.6	32	63	7,849 65
Saginaw,	34	3	2,930	1,596	6.	15	46	6,160 33
Sanilac,	31	4	1,653	1,088	5.5	9	37	2,927 12
Shiawassee,	66	18	3,951	3,300	5.7	51	96	6,753 55
St. Clair,	104	11	7,323	5,236	6.	52	127	12,239 69
St. Joseph,	78	34	6,516	5,216	6.5	67	140	13,444 84
Tuscola,	23	5	927	685	4.5	8	19	1,357 37
Van Buren,	77	27	4,375	3,448	5.4	43	125	8,941 53
Washtenaw,	123	46	11,347	9,462	6.5	107	242	26,940 51
Wayne,	104	36	32,037	11,444	6.5	102	188	33,127 85
Total,	2923	825	215,923	162,936	5.7	2131	4605	\$423,129 22

Whole amount of money raised by tax upon property in each County.	Purposes for which it was raised, and the amount raised for each particular purpose.		Amount raised by rate-bill	No of volumes in the township libraries.	Amount of mill tax raised in the Township.	Number of children on whom public money has been apportioned.	Amount of Primary School Interest money apportioned in 1858.
	To build School-houses.	To repair School house					
\$6,102 46	\$2,777 51	\$683 78	\$1,569 02	4,782	\$2,215 68	3,932	\$1,966 00
6,571 20	2,988 12	230 99	2,350 14	3,668	1,434 58	4,042	2,021 00
17,823 30	4,879 61	414 06	5,307 55	6,141	4,056 42	6,357	3,178 50
9,045 92	4,593 76	1,011 03	3,804 80	5,385	3,285 74	6,635	3,317 50
13,336 45	5,649 91	1,302 57	7,621 83	11,126	4,504 10	9,026	4,513 00
7,602 77	3,164 50	395 50	3,464 95	5,757	2,618 41	5,217	2,608 50
125 50			28 84		11 16	70	35 00
80 00	80 00			400	100 00	521	260 50
4,946 04	2,638 88	527 90	1,748 68	4,645	1,719 18	4,253	2,126 50
8,706 23	3,649 42	818 95	2,145 23	5,497	2,585 46	5,424	2,712 00
10,445 41	4,737 17	711 55	4,636 95	4,372	2,870 79	7,169	3,584 30
519 50	650 00	2 00	207 08	185	253 84	308	154 00
1,794 44	1,222 56	78 19	284 37	528	388 26	734	367 00
7,947 51	2,891 06	927 12	5,318 34	6,472	4,530 87	8,564	4,282 00
760 00	700 00		212 00			331	165 50
	350 00			28	135 80	88	44 00
7,473 58	5,110 50	429 07	3,252 73	4,400	1,580 22	5,884	2,942 00
7,270 63	3,622 62	337 06	3,309 87	2,989	1,996 87	5,323	2,661 50
17,359 50	8,306 00	803 87	5,993 00	6,552	4,041 63	8,529	4,204 50
10,133 60	5,104 78	812 59	3,484 96	4,595	3,779 66	6,882	3,441 00
14,624 16	4,043 58	872 25	5,305 08	6,266	3,723 19	8,669	4,334 50
2,820 94	1,357 00	256 56	2,529 90	3,194	1,291 21	4,198	2,099 00
19,888 23	10,444 39	1,148 92	8,496 24	10,877	7,466 41	12,617	6,308 50
5,451 27	2,584 00	661 36	5,134 31	6,478	2,399 36	5,774	2,887 00
256 41			200			324	162 00
5,868 67	3,025 00	630 88	4,006 41	4,499	4,874 25	7,649	3,824 50
35 00				182	128 03	52	26 00
						112	56 00
250 00	200 09			526	315 60	231	115 50
85 50	75 00		26 00		5 14	19	9 50
703 00	555 00	78 00	3 50	186		164	89 00
2,579 81	1,471 65	377 51	1,818 00	4,511	3,512 52	7,366	3,683 00
511 34	105 00	71 23	536 31	459	263 74	914	457 00
1,586 56	1,077 00	283 56	487 47	468	581 39	501	256 50
10,142 35	3,971 00	930 86	9,414 62	10,460	7,719 31	12,294	6,147 00
			56 25			23	11 50
970 00	500 00			338	910 53	461	230 50
6,116 98	1,978 13	449 42	2,755 69	2,786	1,435 30	3,730	1,845 00
4,179 09	1,640 00	391 00	1,238 59	2,001	2,133 66	2,771	1,385 50
1,887 34	1,371 49	119 25	790 25	905	1,000 19	1,640	820 00
6,381 17	3,163 09	606 29	2,289 68	3,525	1,594 68	3,924	1,962 00
9,428 81	5,432 69	411 61	2,661 16	4,360	3,161 77	7,207	3,603 50
6,802 97	3,003 99	759 48	3,136 35	4,846	3,155 78	6,419	3,209 50
832 33	1,151 00	50 60	365 60	869	603 65	802	401 00
6,078 11	2,858 00	325 55	2,701 49	4,838	1,386 28	4,241	2,120 50
21,992 50	6,224 08	2,608 44	7,263 88	9,105	8,111 15	11,298	5,649 00
45,521 57	21,119 13	639 51	4,918 21	8,758	4,637 20	21,469	10,984 50
\$304,572 23	\$140,192 40	\$21,158 61	\$121,651 14	168,179	\$102,519 12	214,658	\$107,829 00

NOTE ON THE FOREGOING ABSTRACT BY COUNTIES.

In addition to the amount of Primary School money apportioned in 1858, on the Reports of 1857, as stated in the foregoing Abstract, there were supplementary apportionments, made pursuant to sec. 9 of "An Act Prescribing the Duties of the Superintendent of Public Instruction," (see Comp. Laws, p. 709,) as follows:

To Holley, Oakland county, for error in the late apportionment,	\$32 50
To New Haven, Shiawassee county, for do.,.	22 50
To Caledonia, Shiawassee county, for error in the apportionment of 1856,.....	11 13
	<hr/> \$66 13
Amount stated on page 613,.....	107,329 00
Total amount apportioned in 1858,.....	<hr/> <u>\$107,395 13</u> <hr/>

NOTES ON THE SCHOOL INSPECTORS' REPORTS FOR 1857.

REMARK.—The reports of school inspectors received at this office are very generally so defective under some of the headings of the blanks furnished by this Department pursuant to provision of law, that no advantage would result from an effort to embrace their statements in these abstracts. Their statements under these headings have hence been omitted entirely, except as referred to in the following notes, which have been prepared under the direction of the Superintendent by Mr. M. D. Osband, who has been employed in the office.

The object of the preparation and publication of these notes will be attained, should they lead to the avoidance of like errors and omissions in future reports, and secure greater completeness in those that may hereafter be received at this office.

ALLEGAN COUNTY.

The reports from this county are generally full and in good condition. With the single exception of Pine Plains, each township possesses and reports a library. Three do not report any mill tax. The township of Dorr reports a mill tax amounting to two-tenths of a cent (\$.002) only, which is evidently an error.

BARRY COUNTY.

The reports are generally well made. District No. 1, and fractional district No. 6, of Hastings, and fractional dis-

trict No. 10, of Prairieville, report schools, severally, 10, 4 and 6 months taught by qualified teachers, but do not report any scholars attending them; which is a grave omission. Four townships failed to report libraries, and two omitted to report a mill tax.

BERRIEN COUNTY.

Districts No. 1 of New Buffalo, and Nos. 9 and 10 of Niles, report schools, but no scholars attending them. Two townships failed to report libraries, and one does not report a mill tax.

This is one among the few counties that reported the amount of fines, penalties, &c., received from county treasurer for the purchase of books for township library. All but three towns report under this head sums amounting, in the aggregate, to \$194 87.

BRANCH COUNTY.

The reports from this County, with few exceptions, are made out with great care. Districts Nos. 3 and 4, in the township of Butler, and No. 14, in Coldwater, report each a school, but omit to report the number of scholars that attended it. Butler does not report either a library or a mill-tax.

In the report from Girard, the name of the County does not appear, and the name of the township appears only with the date. This is a defect that always creates embarrassment at this office. The name accompanying the date is often the name of the post-office, or some locality within the township differing from the name of the township; or, if it is the latter, there are, in several instances, a number of townships in the State bearing the same name. In either of these cases, it is difficult to give such a report its proper locality with certainty, and in the absence of accompanying documents, it is sometimes impossible. There are reports now in this office, of the above charac-

ter, bearing neither name nor date, that remain unattended to, for the want of a knowledge of the locality they represent.

CALHOUN COUNTY.

The reports from this County are generally well made out. A few present evidences of inaccuracies in the Directors' reports, from which they were drawn. In several cases the reports do not give the number of children attending school; and in one district in the township of Clarendon, a school has been taught, but no teachers are reported. There appear to be two townships without libraries, and one failed to report a mill-tax. Marshall alone failed to report the amount of fines, penalties, &c., received from the County Treasurer, for the support of township libraries. The amount of these moneys, reported as received by the other townships, is \$380 95.

CASS COUNTY.

The reports from this County, with few exceptions, appear to have been drawn with great care. Two districts from each of the townships of Pokagon and Silver Creek, report schools, but fail to report the number of scholars in attendance. Three townships fail to report, either libraries or mill-tax. In the reports from Porter and Volinia the name of the County does not appear. Eight townships report the amount of fines, penalties, &c., received from the County Treasurer, to be \$129 90.

CLINTON COUNTY.

In several districts, schools are reported, but the number of scholars in attendance is omitted. And several teachers are reported, without having received wages. All but three townships have libraries, and but one failed to raise a mill-tax. In the report from Bengal, the name of the County does not appear—neither the name of the township, except with the date.

EATON COUNTY.

The reports from Eaton are well made out. In one district from each of four townships, no children are reported as attending their schools, and in one of them, a three months' school is reported without teacher or teacher's wages. In two other districts they report schools and teachers, but no teachers' wages; in one of which they do not appear to have received any public money or raised a rate-bill. Eaton Rapids appears to be without a library. Neither Delta nor Eaton Rapids report a mill-tax. The name of the County does not appear in the report from Delta, and the name of the township only with the date.

GENESEE COUNTY.

The reports from this County are generally in good condition. Those from the townships of Flint and Flushing do not exhibit the name of the County, and the name of the township appears only with the date.

GRAND TRAVERSE COUNTY.

Reports from only four townships, containing six districts, have been received. They are usually full. Three townships report libraries, and but one a mill-tax.

GRATIOT COUNTY.

The reports received from this County are generally in good condition. Two townships do not report libraries, and three do not report mill-tax.

HILLSDALE COUNTY.

With few exceptions the reports from Hillsdale are well made out. In the report from Reading the name of the County does not appear. In the report from Jefferson the Inspectors say, "the Directors' reports were so incorrect that we are not able to make a full report." In four districts where schools have been maintained, no scholars have been reported, and in one of them, its two teachers

do not appear to have received any remuneration. Every town has its library, and all but one have raised a mill-tax.

IONIA COUNTY.

The reports from this County are in good condition. Five districts, where schools have been maintained, failed to report the number of scholars in attendance. Three teachers in one district do not appear to have received wages. Four townships appear to be destitute of libraries, and two do not report a mill-tax.

INGHAM COUNTY.

The reports are generally full. Four townships failed to report libraries, and five do not report a mill tax. In one district in Lansing, that supported a school eleven months, it does not appear that there were any scholars in attendance.

JACKSON COUNTY.

A majority of the reports are made out with a good degree of care. That from Tompkins has not the name of the county upon it, and it is the only township that does not report a library. Four towns failed to report a mill tax. Nine districts in the county report schools, but no scholars in attendance; two report schools but no teachers, and one a school and teachers, but no teachers' wages.

KALAMAZOO COUNTY.

Three reports indicate no township libraries; and two, no mill tax. A large deficiency in the directors' reports is indicated by the fact, that eleven districts that report schools omit to report scholars attending them; and two, report schools and teachers, but no wages paid to teachers. But one township (Prairie Ronde,) reports the amount of fines, penalties, &c., received from the county treasurer. All the townships of the county should share equitably in this fund, according to the number of children within the legal

ages in each. This township reports \$25 received from this fund. An equitable apportionment upon this basis would have given to all the towns of the county over \$500. The other townships have failed to report any portion of such sum.

KENT COUNTY.

A majority of the reports are full, but there are some apparent deficiencies. Two towns fail to report libraries, and four do not report the amount of mill tax. Some of the inspectors complain that the directors' reports are too "meager" to enable them to make full reports. Four districts do not appear to have had any scholars attending their schools, and two do not appear to have paid their teachers.

LENAWEE COUNTY.

The reports from this county are generally in the very best condition. In point of clerical skill some of them are really ornamental. But one exhibits marked deficiency. Four districts in Woodstock report schools, but no scholars attending them, and two failed to report teachers' wages. Fractional district No. 3 of Blissfield, reports the unusual (and impossible) number of 17 months school in one year. One township failed to report a library and three, do not report any mill tax.

This is the only county, each township of which reports the "Amount of fines, penalties, etc., received from the county treasurer for the purchase of books for the township libraries." The amount reported is \$738 62.

LAPEER COUNTY.

Three township do not report libraries, and four failed to report a mill tax. The reports are generally full.

LIVINGSTON COUNTY.

The reports are in good condition. Each town reports a library. Three failed to report the amount of mill tax.

Three districts that supported schools failed to report the number of scholars that attended them.

MACOMB COUNTY.

The reports from this county are well made out. Two townships report no libraries, and one failed to report a mill tax. Three districts report schools without attendants, and two, report teachers, but no teachers wages.

MONROE COUNTY.

Several reports from this County are defective. A few are made with great apparent care. Five townships failed to report libraries, and three, report no mill-tax. No scholars are reported in either of five district schools, and two districts do not appear to have paid their teachers. Ten townships report the amount of fines, penalties, &c., received from the County Treasurer to be \$197 02.

OAKLAND COUNTY.

The reports are in good condition, and appear to have been made with much care. In one of them the name of the County does not appear. Eleven districts failed to report the number of scholars attending their schools. Seven townships failed to report libraries, and five omit to report the amount of mill-tax. District No. 5, in Farmington, reports seventeen months' school during the year, which is of course an error.

The amount of fines, penalties, &c., reported is \$389 78; five towns did not report under this head.

OTTAWA COUNTY.

The reports from two townships do not exhibit the name of the County. Five townships do not report libraries. White River reports three districts that have maintained schools, but omit to give the number of scholars attending them. Six townships report \$151 46, fines, penalties, &c., received from County Treasurer for purchase of library.

SAGINAW COUNTY.

Saginaw City omitted to report the number of scholars attending its ten months' school. Three townships failed to report libraries, and it does not appear that three townships raised a mill-tax. There has been \$463 34 received of the County Treasurer, on account of fines, penalties, &c. Five townships failed to report under this head.

SHIAWASSEE COUNTY.

A few of the reports from this County are in good condition, and manifest a good degree of clerical skill in their execution. Three townships do not report libraries, and three failed to report a mill-tax. Opposite fractional union district No. 1, of Owosso and Caledonia, in the column headed, "Total amount of wages paid to teachers in each district," the Inspectors of Owosso state that "The Director refuses to make his report under this head." This refusal might justify this Department in withholding from the district its proportion of the Primary School Money.

But one township reports the amount of fines, penalties, &c., received from the County Treasurer.

ST. CLAIR COUNTY.

The reports from this County are in unusually good condition. But one district in the County omits to report the number of scholars attending its school. Five townships failed to report libraries, and four do not report amount of mill-tax. Nine report fines, penalties, &c., received, amounting in the aggregate to \$171 21.

ST. JOSEPH COUNTY.

The reports, generally, are in good condition. Four townships do not report libraries, and six failed to report a mill tax. Four districts omitted to report the number of scholars attending their schools, and one of them failed to report the amount of wages paid to its two teachers for

teaching a six months' school. The report says district No. 1 of Lockport, paid \$200 of Public Money to unqualified teachers. By thus diverting the school funds from the object contemplated by law, the district officers became liable to a fine for malfeasance in office, and the district incurs the liability of losing its proportion of the Primary School Money.

Ten townships report the receipts of fines, penalties, &c., amounting, in the aggregate, to \$250.

TUSCOLA COUNTY.

The reports from this county are not very full. One report has been received, bearing the name of neither the county, nor the township, nor even a date. It is supposed to belong to the township of Ellington, of this county, yet of this there is no certainty.

VAN BUREN COUNTY.

The name of the county does not appear in the report from Decatur. In each of the townships of Lawrence and La Fayette, one district reports a school, but omits to report the number of scholars in attendance. Three townships do not report libraries, and four do not report a mill tax. Six townships report an aggregate of \$87 10 received from County Treasurer, on account of fines, penalties, &c., for the purchase of books for the township libraries.

WASHTENAW COUNTY.

The reports from this County are generally very full and in good condition. Every township, except Scio, Sylvan and Ypsilanti, has its library; and all but Bridgewater and Scio report a mill-tax. Several schools are reported without scholars. Lima and Scio neglected to report the amount of fines, penalties, &c., received from the County Treasurer for support of township library. The amount reported in the other townships, is \$248 93.

WAYNE COUNTY.

Many of the reports from Wayne are defective. A few are full and were drawn with great care. Of schools reported, that omit the number of scholars attending them, Brownstown has four, Canton two, Livonia two, Nankin two, and Springwells one. One district in each of three townships does not report amount of teachers' wages.

Dearborn improperly reports children from four fractional districts, the school-houses of which are not situated in the township. Nankin reports a school maintained in district No. 9, fourteen and one-half months, and Plymouth, in district No. 1, thirty months, within the past year. As there are but twelve months in a year, it is certain that these reports indicate severally, two and one half, and eighteen, more months than the schools could be taught.

Fourteen townships report \$602 52, from fines, penalties, &c., received from the County Treasurer. Sixteen townships report each a library and mill-tax.

THE NEW COUNTIES.

The reports from the northern and newer counties, are necessarily less full and less perfect than those of older counties. This is owing to the want of a more thorough organization, and, also, to the undeveloped state of society and the country. But even where but one school can be maintained in a township, in many cases, it is kept up from 6 to 12 months in the year. In a majority of these townships they report libraries, some of which for size, would compare favorably with those of older localities.

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